DOCUMENT RESUME

ED 107 445 RC 008 575

AUTHOR	Leitka, Eugene; And Others
TITLE	Evaluation Report of Indian Education Administrator Training Program at Universities of Harvard, Penn State, and Minnesota. (Graphic Description). Research and Evaluation Report Series No. 22.02.
INSTITUTION	Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.
PUB DATE	Apr 75
NOTE	158p.
EDRS PRICE	MF-$0.76 HC-$8.24 PLUS POSTAGE
DESCRIPTORS	Achievement; Administrative Personnel; *Administrator Education; *American Indians; Community Surveys; *Cost Effectiveness; Educational Accountability; Educational Assessment; Graduate Students; Graduate Surveys; *Graphs; Higher Education; Interviews; *Program Evaluation; Surveys
IDENTIFIERS	*American Indian Administrator Training Program; BIA; Bureau of Indian Affairs

ABSTRACT

Cost-effectiveness of the American Indian Administrator Training Program as implemented at three universities constitutes the focus of this Bureau of Indian Affairs' program evaluation. This evaluation represents data derived from program participant questionnaires; onsite visits; personal interviews (students, directors, professors, and administrators); program records; and community opinionnaires. Data are depicted via 24 graphs per institution and are representative of a 66 percent student response among 159 students involved in the program since 1970. The survey instruments, which are appended, represent: (1) student responses to questions on academic completion, present participant service to Native Americans, service usefulness, participant evaluation of training, need for program, recruitment method, selection process, salary benefits, level of responsibility, leadership positions, curriculum, outcomes (degrees and certification), and personal data; (2) administrator responses to questions on organizational structure, institutional support, admission criteria, selection process, per pupil and administrative costs, data on graduates, specific problems, special program features, and certification of Indian blood; and (3) community responses to questions on tribal awareness, tribal educational needs, other more suitable available programs, funding, priorities, and program impact. (JC)

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March 3, 1849

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FOREWORD

Just as the high school diploma is no longer sufficient to enter many vocations so the baccalaureate degree is no longer adequate in certain professions, such as education. In an effort to provide for advance training for Indians in education leadership, the Bureau has entered into agreements with three universities known for their excellence in course offerings in the profession. The graduates from the program over the years have made an important beginning toward a cadre of trained education professionals available to Indian communities and to programs serving Indian people. This effort represents a positive step toward Indian self-determination in the field of education; particularly in the role of management of school programs.

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PREFACE

The original concept, under which the American Indian Administrator Training Program emerged, was given the impetus by a pressing need to prepare selected Indian persons with high potential leadership abilities and provide them specialized training in management, administrative and change agent skills which would be utilized in the educational system that directly affected Indian people. The overriding thrust of these programs at the three institutions was to increase the participants' knowledge of educational theory, management and administrative techniques, and implementing change. The total evaluation activity of these programs by the Division of Evaluation, Research, and Development of Albuquerque, never lost sight of that objective at each institution. The evaluation objective was to measure those accomplishments from the standout of programmatic process to accomplish those objectives and from the viewpoint of the student participants, who are the product of those processes. The data in this report reflects those measurable objectives as contributed by the participants, University officials, and Indian communities.

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ACKNOWLEDGMENTS

At the outset, Dr. Thomas Hopkins, Mr. Leroy Falling and Dr. Robert Hall assisted in drawing up the parameters of the total activity that led to the more specific objectives. Consultation with Dr. William J. Benham, Administrator of IERC and Dr. Clennon E. Sockey, Director of Education, BIA, also proved helpful.

The student participants proved that they wanted this evaluation conducted by an almost 70% response from the total 159 who have participated since the inception of the program in 1970. The site visits to the institution assured us that the students were prepared to assist in every way possible. They met with us in groups and by personal appointments. Full cooperation was extended to the evaluators by all the program participants and Directors. Without the assistance and cooperation of the following persons at each institution, our study would not have been as pleasant and enjoyable as it turned out to be. Dr. Paul Ylvisaker, Blinda Wilson, and Emma Sam at Harvard; Dr. Charles Sederberg at University of Minnesota; and Dr. Gerald Gipp and Dr. John W. Tippeconnic at Penn State; Ms. Pat Wagner, Office of Education, BIA, Washington, D. C.

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INTRODUCTION

The purpose of the evaluation was to determine the success and cost-effectiveness of the training programs to prepare Indian Administrators for Indian schools and or schools with substantial number of Indian children enrolled and other administrative positions at the Harvard University, University of Minnesota, and Pennsylvania State University. The programs have been in operation since the summer of 1970 and have had several combinations of funding sources since their inception. The programs were first funded by the Office of Economic Opportunity, Indian Desk Division. Indian Desk at that time was under the direction of Dr. James J. Wilson III. It appears from the data collected in the survey that Dr. Wilson was the key figure in getting the educational leadership training programs at all three institutions funded and underway. His concept often called the "conspiracy" was to get qualified Indians trained as administrators with recognized credentials under which they could assume leadership positions in Indian education.

The extent of the realization of this concept and the success of these programs becomes apparent upon viewing the various positions assumed by the graduates of the three programs. Information acquired from the participant questionnaire does indeed reveal that these graduates are in influential and significant leadership positions in Indian Education. Their positions range from Educational Program Administrators, to College Faculty, State Indian Education Director to Deputy Commissioner of Education.

These three programs are in their fifth year of operation, and to date, an evaluation of their success had not been conducted. Each of the host institutions have individually evaluated their programs on a yearly basis, but no over-all assessment of the programs had been conducted. Since there appeared to be many needs in Indian higher education, the Bureau of Indian Affairs felt it imperative that an evaluation be conducted of these programs.

The Bureau of Indian Affairs first became involved in funding these programs in 1971. The total cost of these programs to the BIA for the year 1971-1975 is $1,0007,041.00. The continued involvement of the BIA as a funding agency necessitated an extensive look into the success of the leadership training programs. Major decision areas to be included in the evaluation consisted of the following considerations determined by the higher echelon of the BIA Educational Division:

Decision Areas

What relationship does the program have to grassroots determination of priorities in education, and in non-Education programs?

What is the need for such programs as compared to the availability of other programs?

What is the cost-effectiveness factor of the program?

What is happening to the students who complete the training? Are they gaining advancement professionally? Are they getting higher salaried jobs?

What kind of professional contribution are they making?

What is the general situation regarding the need for such programs as Indian educators?

What types of institutional support does one find at the respective campuses?

In light of these concerns and needs for data to determine continued Bureau involvement, an evaluation of all three programs was conducted.

The evaluation team found the program administrators, faculty and other personnel very cooperative and helpful. Their participation in the evaluation was very beneficial in acquiring data for the evaluation. Hopefully, the results of the study will prove germane to their needs.

Summary

The evaluation of the American Indian Administrator Training Program at the Universities of Harvard, Penn State, and Minnesota recently completed by the Division of Evaluation, Research, and Development of Albuquerque, New Mexico included questionnaires to approximately 90% of all past and current participants. It also included on-site visits to the institutions, personal interviews with students, directors, professors, administrators and review of program records at the institutions and in Washington offices. A community opinionnaire was also a part of the study. Of the total 159 participants, 105 or 66% responded to the survey.

Current records from all three institutions show that a total of 159 students have participated in the Indian Administrator Training Program at the Universities of Harvard, Penn State, and Minnesota. The assessment of these programs during February and March 1975 also reveal that of the 159 who have participated, 88 have completed the requirements for Masters Degree and 7 have met the requirements for Educational Doctor's Degree and 1 has received his Ph.D. for a total of 96 completion for degree requirements for an overall of 60% completion for all 3 institutions combined. Of the 3 institutions, Harvard shows, by percentage, the most successful (70.2%) and Penn State follows with (64.1%) the second most successful program in turning out trained administrators with degrees. The study found that a majority of the students in all three institutions completed the requirements for Masters Degree the first year they were on campus plus a summer session and that a great number of them were motivated to pursue a higher degree after meeting the requirements and receiving a degree.

A majority of the 105 participants responding had received their Bachelors Degree between the years 1960 and 1969 and brought with them to the program an average of 5 to 8 years of work experience in the field of education that ranged from elementary teaching, college instructor to superintendency.

A correlation of the participants' salary earnings before and after the training reveals a significant increase from lower salary earnings to that of an increased salary bracket. As an example, of the 105 participants responding, only 6 were in the $20,000.00 and above salary range and the survey shows that after the training was taken, there are now 34 persons in the $20,000.00 and above salary earnings. If one can equate higher salary earnings with that of more responsibility and authority with a job, then it can be assumed that those persons who entered higher salaried jobs are now in jobs with greater decision-making authority. Overall findings indicate that the increased earnings factor is much more significant in the less than $20,000.00 salary brackets. Related to the above, 105 persons of the 159 responding said they now occupy positions that require decision-making and involve greater responsibilities.

Students were asked, to what degree the program had met their expectations. Half of the 105 who responded said the program had definitely met their expectations and the other half said it had met their expectations generally to minimally. A majority of them said the program had allowed them a high degree of personal involvement in Indian Affairs while in the program. A very large percentage (majority) rated the training they received from good to excellent. Professors and university administrators viewed the students to be bright, capable and possessing strong commitments to pursue the skills they came to get and rated the students' abilities on an equal basis with the regular graduate students in the universities.

A common finding emerged from the study in the student interviews with those who responded to the questionnaire as well as with the interviews with administrators and professors. That common concern was the funding procedure the program has had to face from year to year. All agreed that the uncertainty over whether the program would receive continued funding or not seriously hampered the overall operation of the program every year. Students at Harvard felt the funding situation appeared to be their major concern but they were also concerned with not having a program director to give directions and solidarity to the program. The University of Minnesota was also concerned with the funding aspect but were quite disturbed over the number of students who had left campus without completions, just as was the situation at Penn State. As of this writing (March 1975), Minnesota has 27 students who are at some stage of their studies and need to return to the campus or re-generate their efforts and complete the requirements. Penn State has 20 students who have left campus with incompletes pending. Seventeen of those 20 are registered for doctor's degrees while the remaining 3 are pursuing masters degree. There was general agreement that it would be leadership loss to Indian people, as well as dollars wasted, if BIA did not encourage and support those who are in progress toward their degrees and see them through it and continue to support a successful program.

Operating Costs

In summary, the budget records for 1970 programs were either unavailable or contained insufficient information to include as a part of Table I which shows a 4-year financial record. A total fiscal audit of the operating cost of all three institutions was not a part of the evaluation.

The 4-year record shows that Harvard expended the greatest amount of dollars in student tuition costs, while Minnesota shows the least in the same category.* In the Student Stipend costs, again Harvard shows more money spent ($182,375.00) and Penn State shows the least spent in stipend for the four years, ($75,447.85). Dependent Stipend shows Minnesota spending ($96,522.21) greater than the other two institutions in the four-year span. The Administrative Costs category shows Minnesota surpassing the other two institutions. Harvard appears the least expensive in this category but this can be accounted for by the fact that the Harvard program has been without a full-time director the last two years. The Total Operation Costs shows all programs for 4-year expenditures going over $400,000.00 and Harvard going well over $550,000.00.

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*Financial records were reviewed at the three institutions and at the OE Office in Washington, D. C. The records review in this evaluation should not be considered a fiscal audit. A Certified Public Accountant was not a member of the team nor did the evaluation team attempt to review the total financial accounting procedures and records for each institution.

Recommendations

1. The Educational Administrator Training Program for Native Americans at the Universities of Harvard, Minnesota, and Penn State have proven that they can train Native Americans for administrative type jobs. They have proven it with a completion percentage at 60% of the total 159 Indian participants since the inception of the program in 1970. For programs that are meeting their objectives and meeting the needs of Indian people by the production of well-trained education administrators, they should be allowed to continue to meet those needs until such time as those needs have diminished.

2. Grant awards have been made on yearly basis with no one being certain when the grants would be awarded. This method has hampered the program in all aspects, particularly the program stability, and recruitment of high potential students. It appears that it would be best to fund the programs on a "three year cycle", thus, eliminating many of the problems caused by late funding.

3. If the funding plan is to continue to be a yearly grant program, then it would be advantageous for both the funding agencies and the institutions for the awards to be pre-determined and the school of education be notified far in advance to allow for adequate planning and recruitment.

4. A method of establishing a certification of blood quantum for entrance into the program is needed. Issues have developed and ill feelings prevailed over the matter of some students' assumptions that there were many in the program who could not prove Indian blood degree. The institutions seemed less concerned about this matter but it seems the funding agencies need to include in the contractual agreement a definite requirement of a blood certification in the form of a Census Number, a Roll Number or some other bonifide official document of proof.

5. It would certainly be an advantage for the Bureau of Indian Affairs to appoint a central figure specifically assigned on a continuous basis to be a liaison between all three institutions, BIA and the Washington offices. This person would also have the responsibility of monitering their programs, evaluation, and developing progress

reports. A program requiring the cost of $265,000 of the BIA Higher Education, annually, certainly should require an accountability factor built into the program.

6. *The nature of the Administrator Program at these Universities should be, in some form, clarified to prospective applicants. Several arrived or accepted the opportunity under the assumption that Indian oriented education courses would be a part of the program.*

7. *The program should include an annual inter-program-visitation of the three programs. Students expressed interest in exchanging ideas and sharing thoughts with other Native American students in similar programs.*

8. *Strong considerations should be given to allowing additional time to the doctoral students to complete their requirements. Several students have started their program and had to leave campus for various reasons. These students now find it difficult to continue an on-going dialogue with their Graduate Committees on campus. Professors and Directors feel it would be loss of talent and dollars if they were not allowed to complete the entire graduate requirements.*

9. *A great number of the participants felt the program restricted them to one major field and felt they should have some flexibility to pursue degrees in other fields. All three institutions' students voiced their desire to see the program allow a more open choice for the Indian graduate student.*

10. *The rise in cost of living appeared to be placing economic strain on most of the students with dependents at all three institutions. Some degree of increase in the stipend allowance for all the students is apparently needed.*

11. *Majority of the students felt the selection process at the local tribal community should be intensified. University officials felt that some of the tribally recommended applicants turn out to be high risk students who are unable to cope with the rigor of a graduate program. There appears to be a need for closer cooperation in the selection and screening of applicants. It was noticed that the program at Minnesota had representatives primarily from the local state. Evaluators felt the University should attempt a more widely representative selection.*

12. *Future funding for these programs should include money for a program director at Harvard. Students felt very sincere for a need of a Director. They felt the entire program could operate much more effectively if they had someone to provide direction and stability to the program.*

METHODOLOGY AND PROCEDURES

METHODOLOGY AND PROCEDURES

The evaluation of the educational leadership training programs at all three of the host institutions was based on two basic premises: (1) Acquiring information determined necessary, (2) Determining program effectives of each institution according to their program objectives.

In light of the tasks and the amount of time to conduct the evaluation the design for the study of these programs was established. The over-all study design was based upon the Project Approach Technique. This technique was utilized primarily because of the efforts required of a small number of people and the operation of the projection being dependent upon the mission and the availability of the resources.

In order to evaluate the programs, an examination of major outcomes was the basis for the over-all design. Three different data sets were utilized to obtain the evaluation information. The evaluation instruments included in the appendice of this report consisted of the following: Program Participant Questionnaire, Community Opinion Survey, and Budget Review. In addition, on-site visits were conducted at each institution. Interviews were held with the students as a group, with individual students, with program administrators, and with financial officers.

Survey Instruments

The Program Participant Questionnaire (see Appendices) was designed to illicit information covering several areas. In general, these areas consisted of data from the following levels?

(1) Academic completion
(2) Present participant service to Native Americans
(3) Whether the service is defined useful by the recipients
(4) Participant evaluation of training received
(5) Need for Program
(6) Recruitment Method
(7) Selection Process
(8) Salary benefits
(9) Level of Responsibility
(10) Leadership Positions
(11) Curriculum
(12) Outcomes - degrees/certification, special features
(13) Personal Data on Graduates

The questionnaire comprised of questions pertaining to the above areas was mailed out to current and past participants of the three educational administrative program. Time frame for the study is included on page of this report. Because of the difficulty in locating some of the participants, responses were not as prompt as anticipated. Many of the students in the Minnesota program had changed jobs and had to be located. As a result of the slow return of initial mail-outs, follow-up letters were sent out to participants. The percentage of returns was acceptable to base decisions relative to pre-determined criteria of success. Delination of sample survey utilized is included in this section of the report.

On-Site Visits

Each of the three host institutions were visited. Meetings were held with administrators, students, and financial affairs personnel. Interviews were conducted with individual students, when feasible, at each institution. Administrative interviews were also conducted with Directors, faculty members and other individuals involved with the programs to some extent. The interview instruments are included in the appendices of the report.

Students interviews were conducted in order to expand and supplement information obtained from the questionnaire mailed out to graduates and current participants. The interviews were conducted on an informal basis in order to permit maximum student input. Their comments and recommendations are included in Section _____ of this report.

Interviews with administrative personnel were conducted at each institution. The interviews were conducted in an informal basis, however, the general format for the interviews is included in the appendices of this report. Discussion centered around the following general areas:

(1) What is the organizational structure?
(2) What is the institutional support?
(3) Admission criteria
(4) Selection process
(5) Per pupil cost
(6) Administrative costs
(7) Data on Graduates
(8) Specific problems
(9) Special program features
(10) Certification of Indian blood

Community Survey

The community survey was conducted to ascertain Indian Community opinions of the program and to determine if they felt the programs should be a priority. Basic questions were designed to include the following items:

(1) Extent of tribal awareness of the 3 programs.

(2) Are the programs meeting tribal educational needs?

(3) Are there other more suitable available programs?

(4) Do they think funding should be continued?

(5) Do they have other priorities?

(6) Impact of programs

The questionnaire was sent to Indian Tribal leaders, Indian education committees, Indian organizations, and various other Indian interest groups throughout the nation. The sample utilized for the community survey included over ________ number of groups and individuals.

The community opinionnaire is included in the appendices of this report.

Budget Review

Financial records were reviewed on-site and discussed with program directors, administrators and financial aid officers. Records in the office of OE, Washington, D. C., were also reviewed. The records in Washington reflected financial accounting for all three programs but were found to be unorganized and much of the material provided insufficient information for one or two of the programs for certain periods of time. Records were consulted in Mr. Leroy Falling's office at the Indian Education Resources Center, (BIA), Office of Higher Education, in Albuquerque, New Mexico.

The financial review report that is in the main body of the report is supported by documented records that will either be appended or will become a companion document to the report.

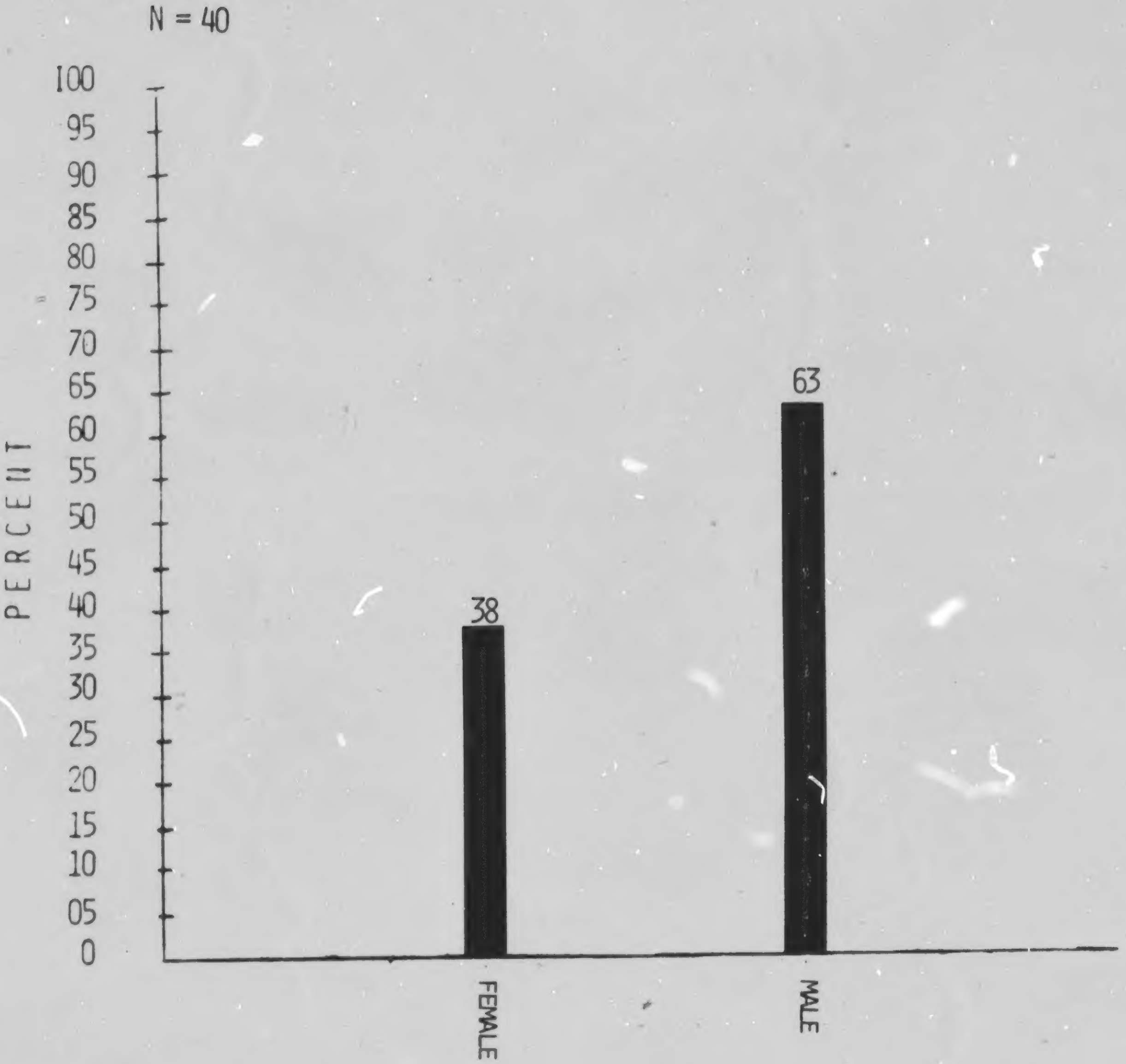
RESULTS OF THE STUDY

HARVARD UNIVERSITY
UNIVERSITY OF MINNESOTA
PENNSYLVANIA STATE UNIVERSITY

HARVARD UNIVERSITY

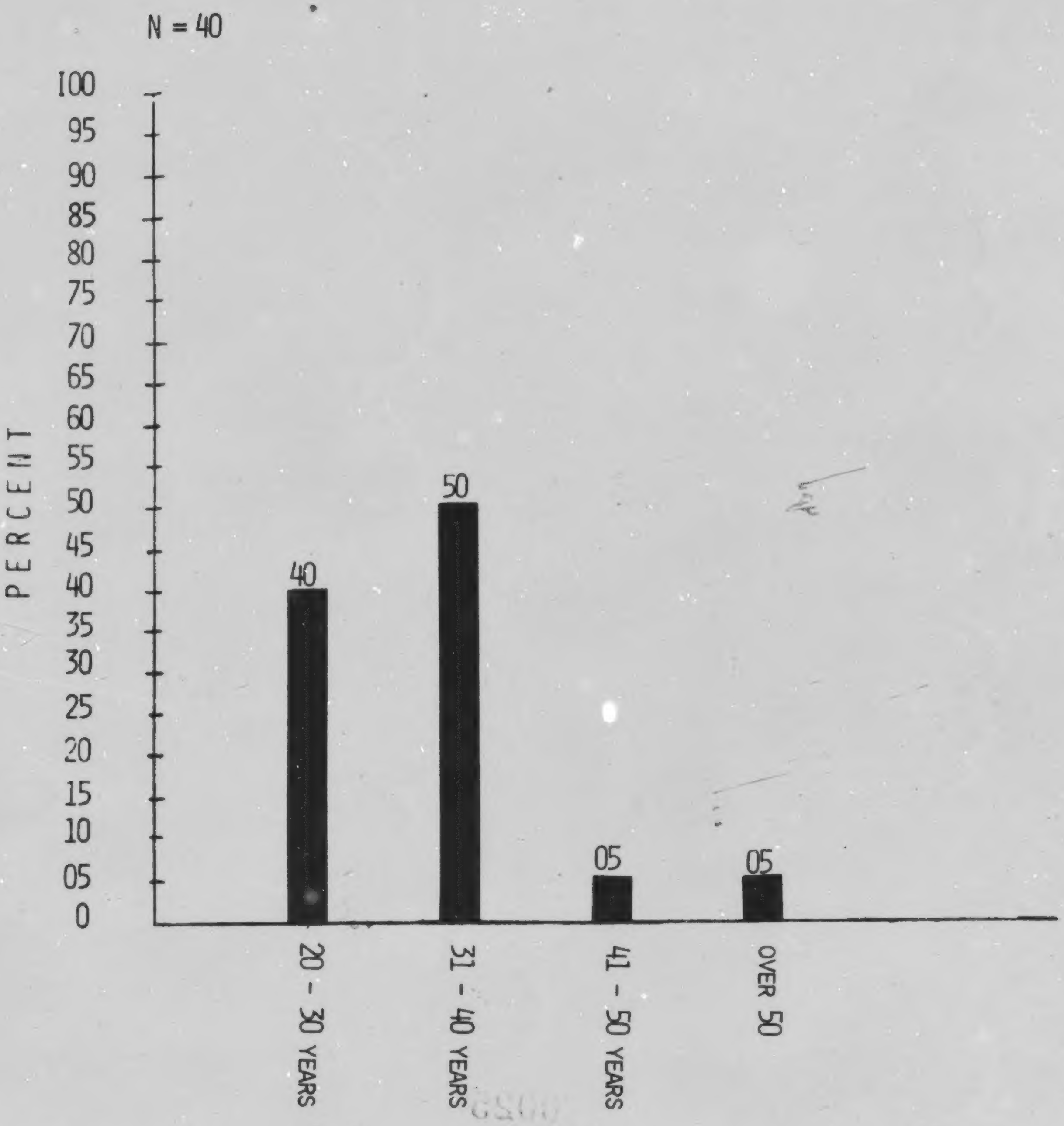
EVALUATION REPORT
OF
INDIAN ADMINISTRATOR PROGRAM
HARVARD UNIVERSITY

GRAPH 1: SEX



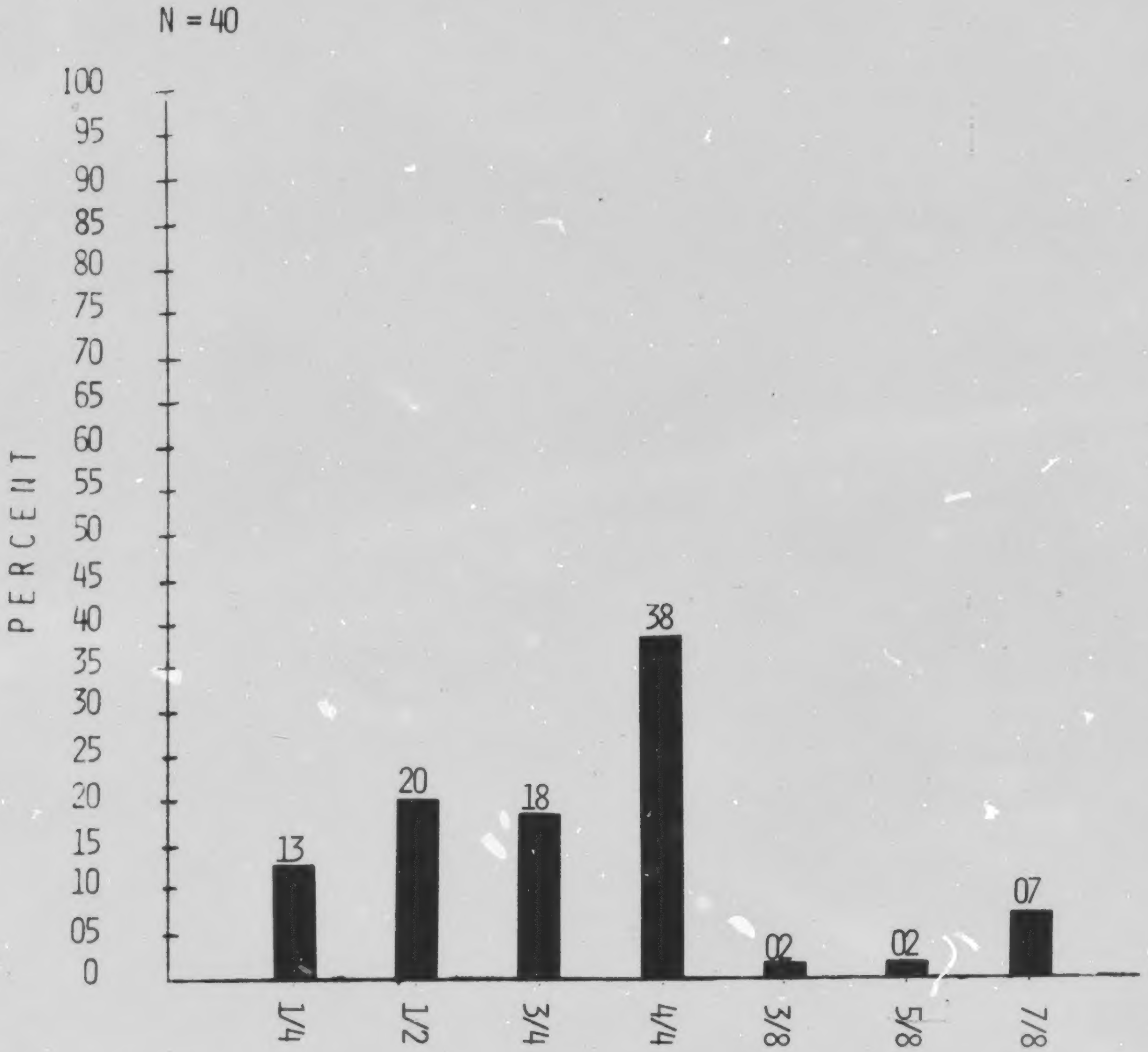
EVALUATION REPORT
OF
INDIAN ADMINISTRATOR PROGRAM
HARVARD UNIVERSITY

GRAPH 2: AGE GROUP



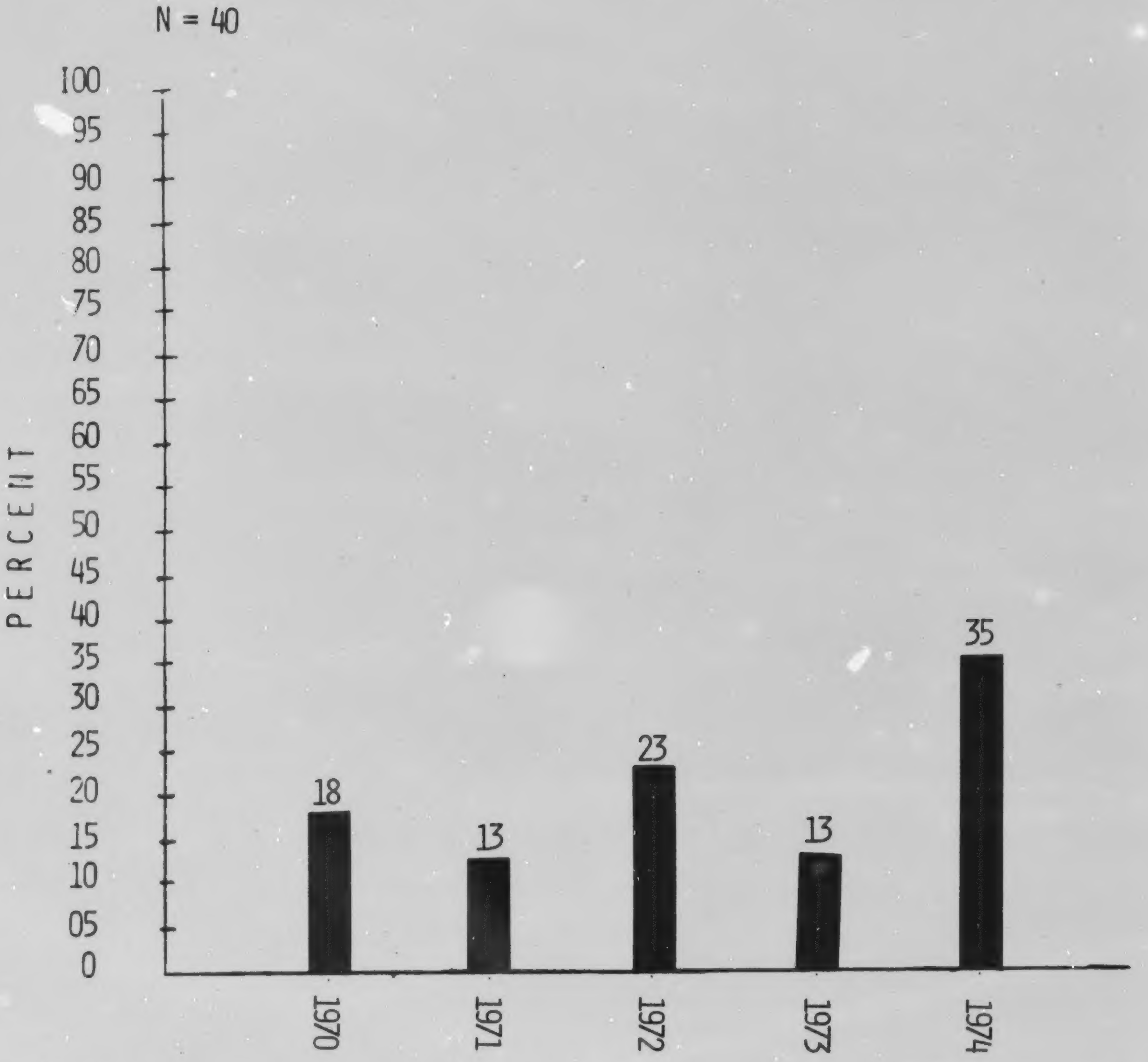
EVALUATION REPORT
OF
INDIAN ADMINISTRATOR PROGRAM
HARVARD UNIVERSITY

GRAPH 3: BLOOD QUANTUM



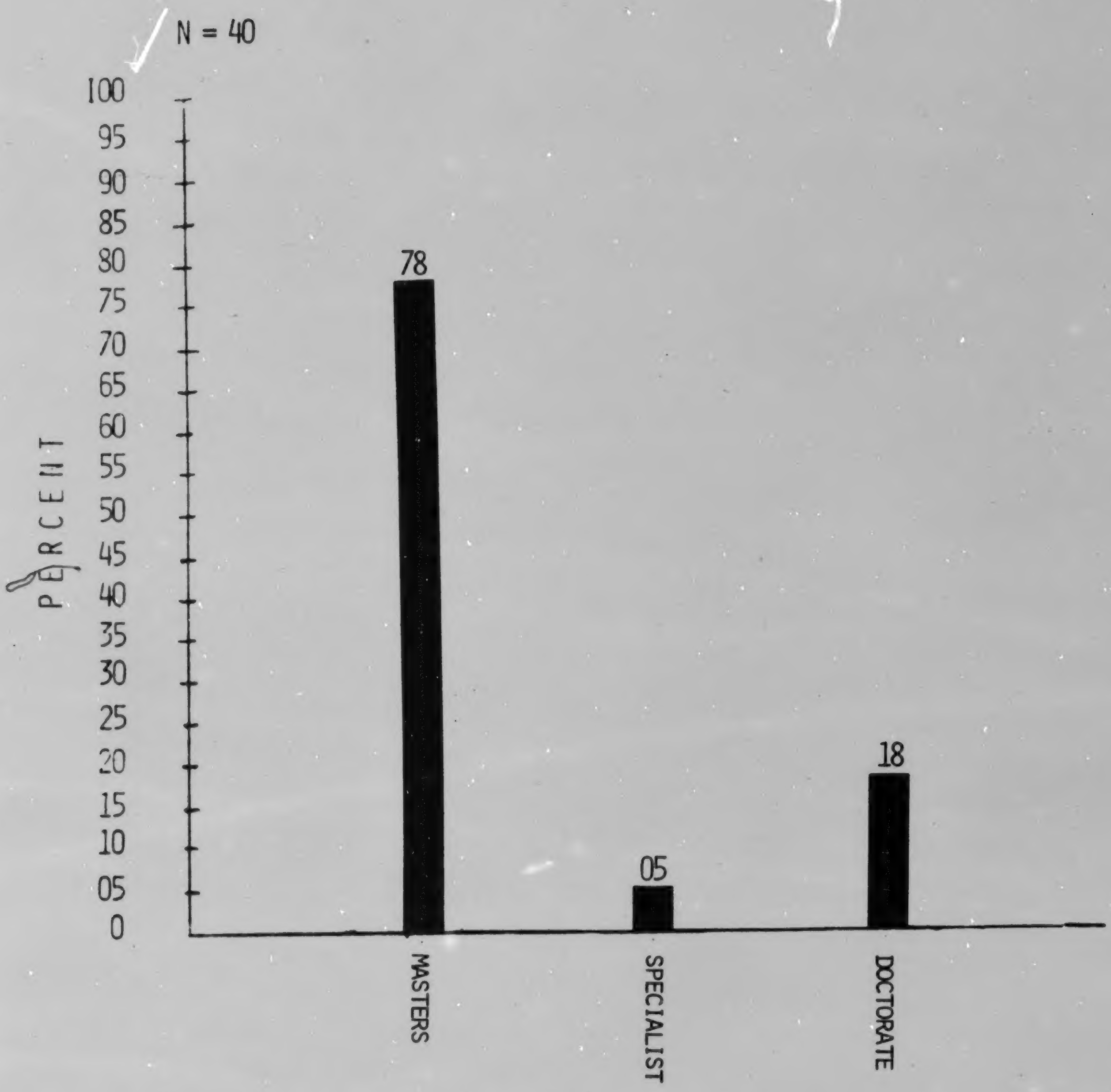
EVALUATION REPORT
OF
INDIAN ADMINISTRATOR PROGRAM
HARVARD UNIVERSITY

GRAPH 4: WHAT YEAR DID YOU ENTER THE PROGRAM?

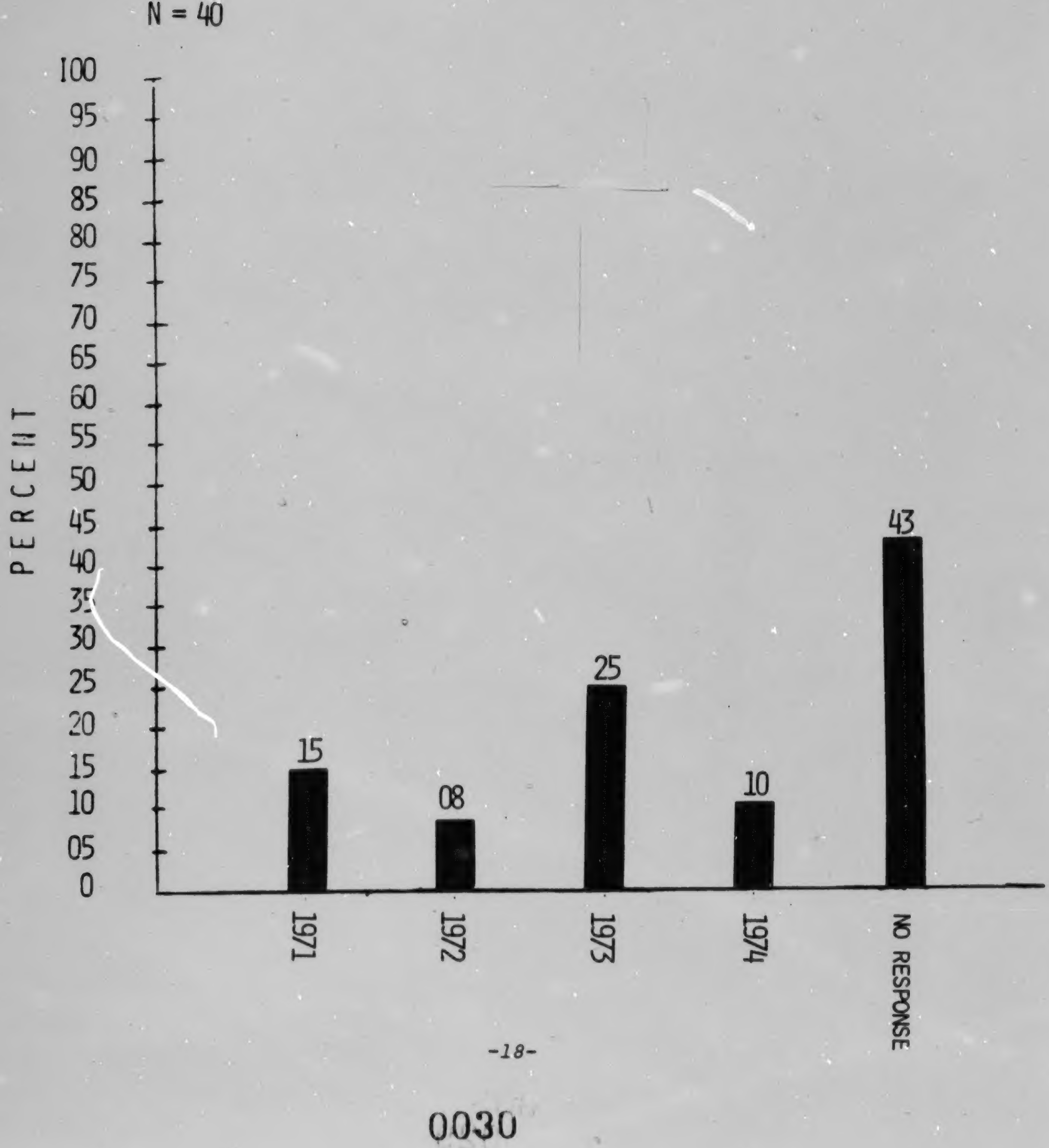


EVALUATION REPORT
OF
INDIAN ADMINISTRATOR PROGRAM
HARVARD UNIVERSITY

GRAPH 5: LEVEL ENTERED PROGRAM

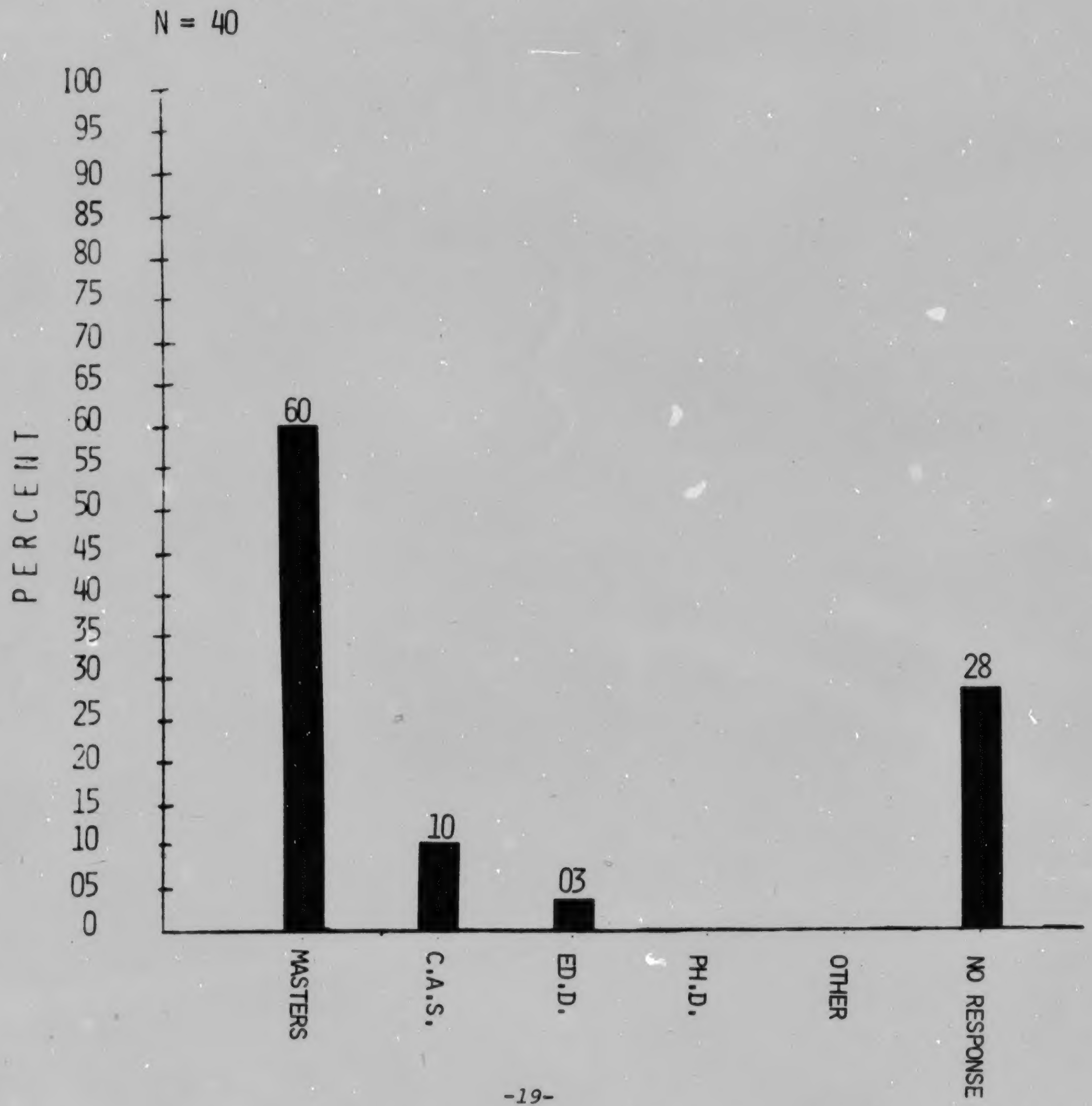


GRAPH 6: YEAR COMPLETED PROGRAM



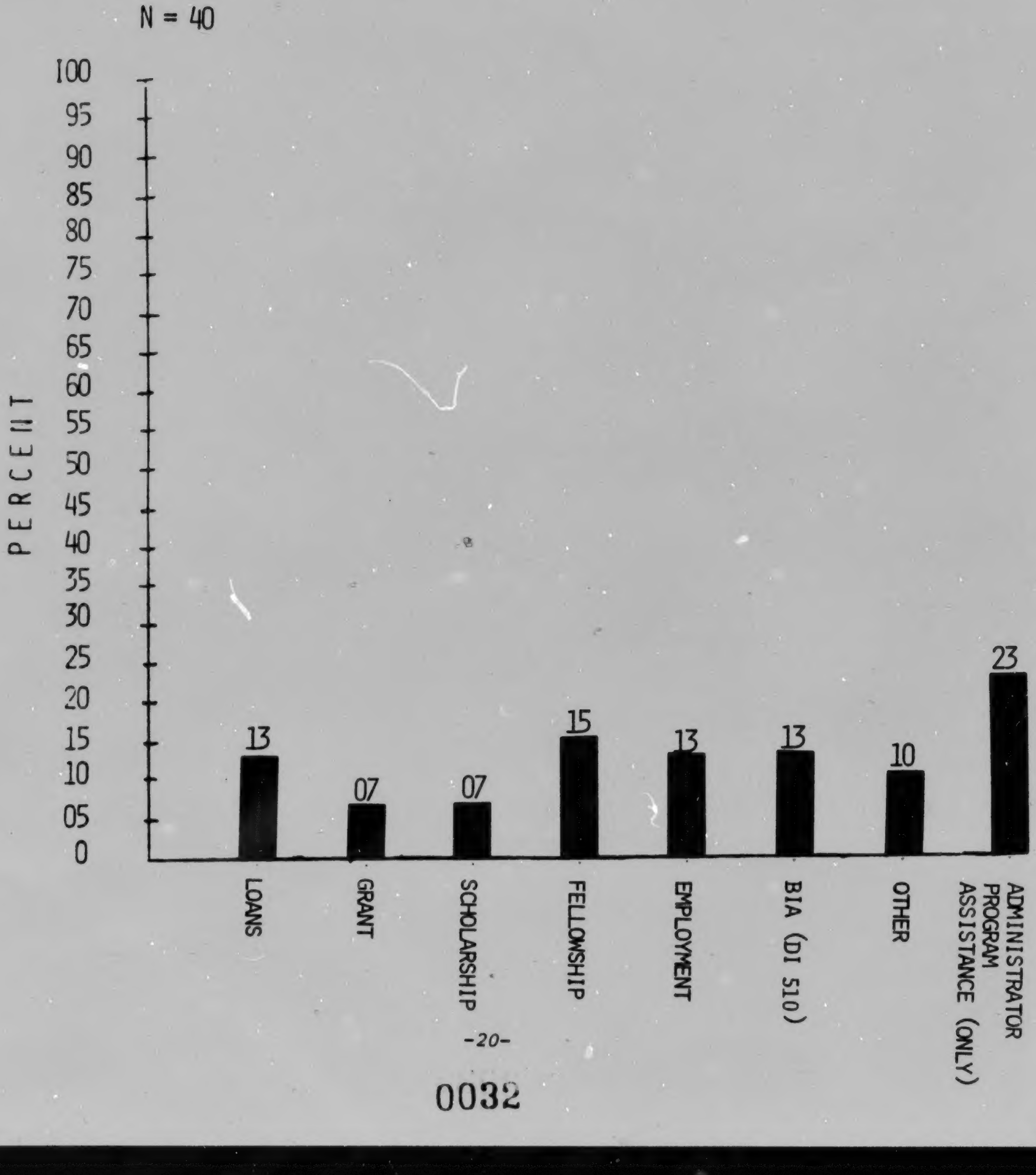
EVALUATION REPORT
OF
INDIAN ADMINISTRATOR PROGRAM
HARVARD UNIVERSITY

GRAPH 7: WHAT DEGREE/DEGREES DID YOU RECEIVE?



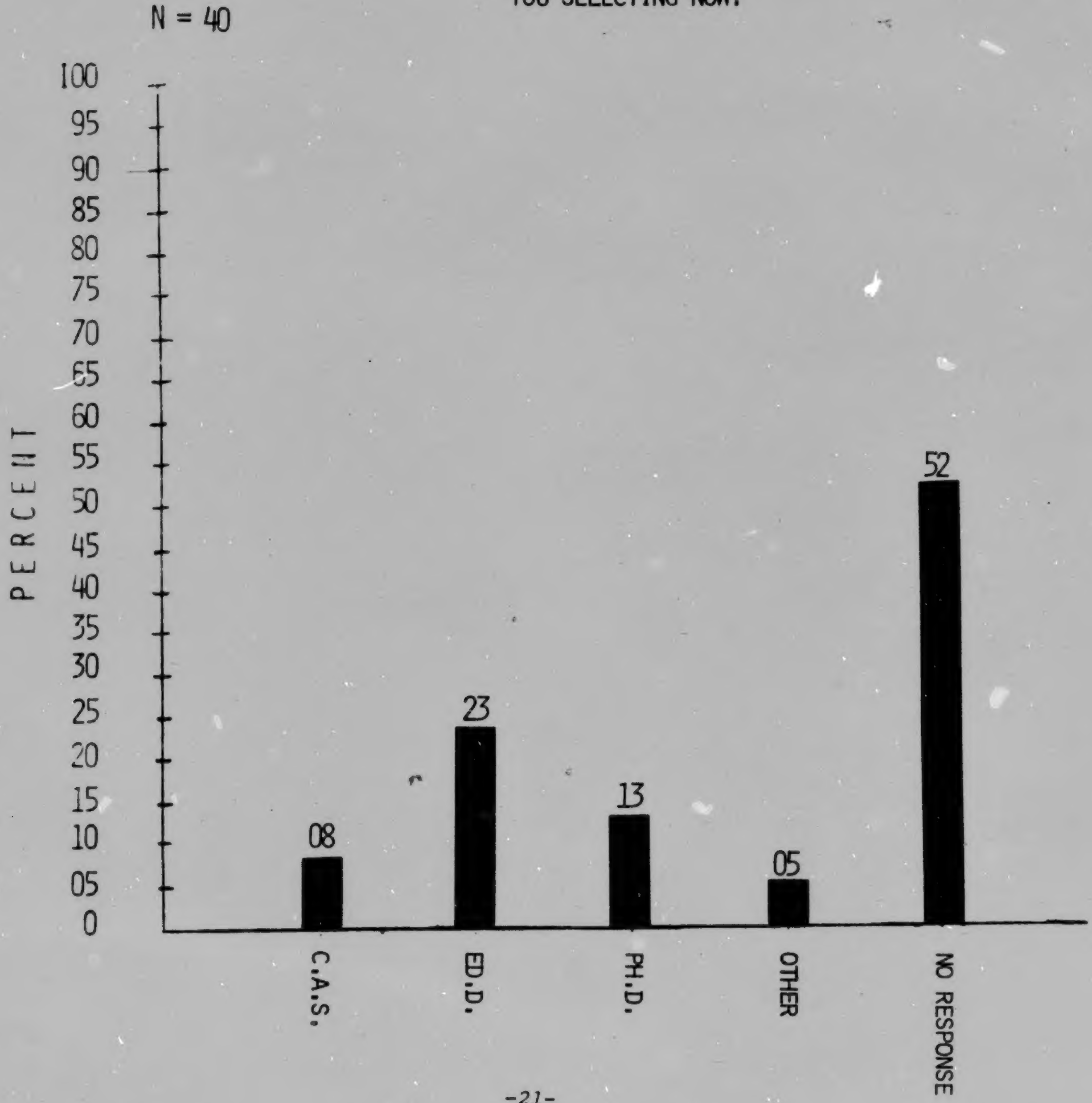
EVALUATION REPORT
OF
INDIAN ADMINISTRATOR PROGRAM
HARVARD UNIVERSITY

GRAPH 8: RESOURCES RECEIVED



EVALUATION REPORT
OF
INDIAN ADMINISTRATOR PROGRAM
HARVARD UNIVERSITY

GRAPH 9: IF YOU ELECTED TO PURSUE FURTHER GRADUATE WORK, WHAT DEGREE ARE YOU SELECTING NOW?



EVALUATION REPORT
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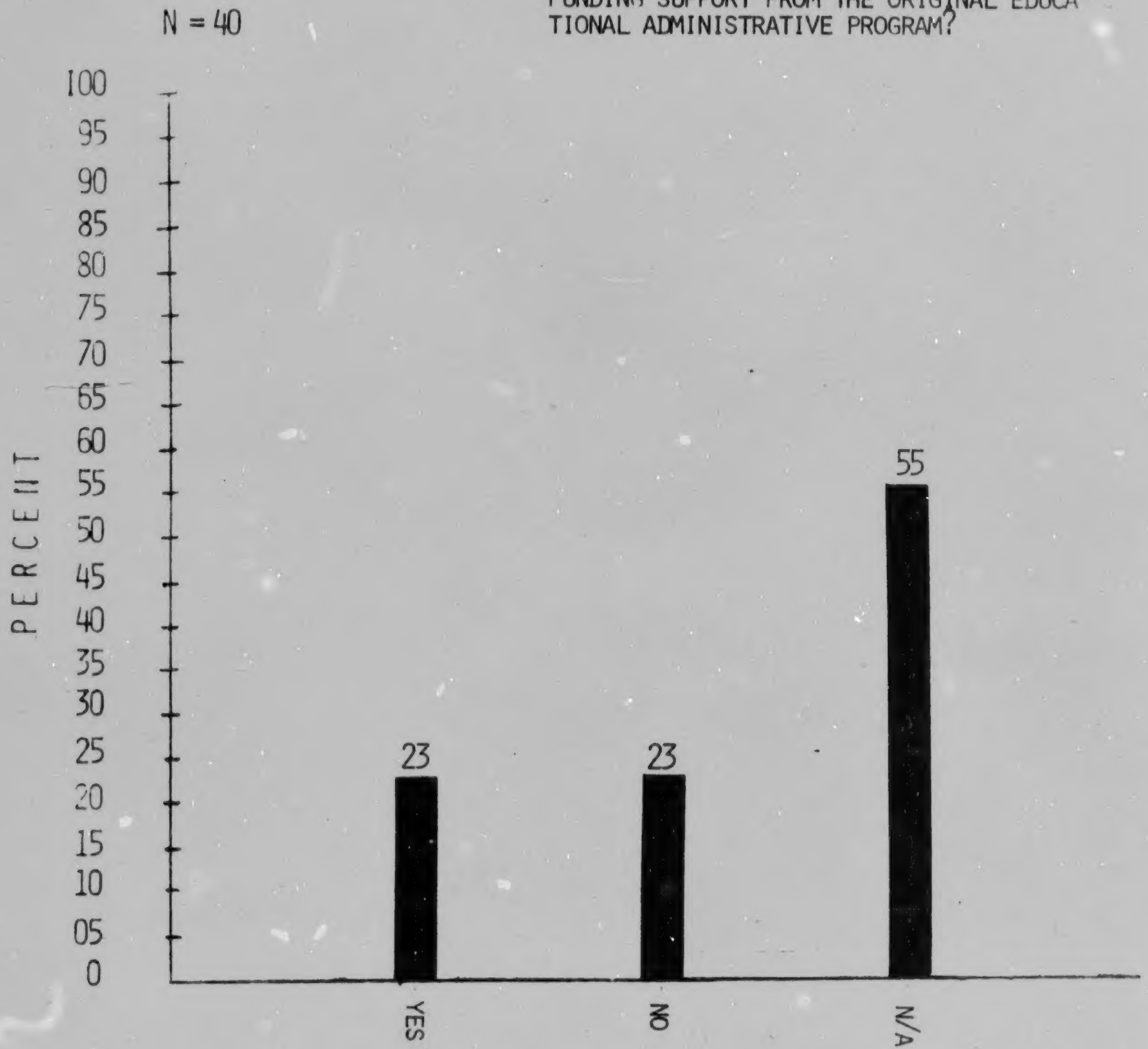
HARVARD UNIVERSITY

GRAPH 10: IF YOU ARE WORKING ON A DEGREE BEYOND THE MASTERS LEVEL ARE YOU STILL RECEIVING FUNDING SUPPORT FROM THE ORIGINAL EDUCATIONAL ADMINISTRATIVE PROGRAM?



EVALUATION REPORT
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INDIAN ADMINISTRATOR PROGRAM
HARVARD UNIVERSITY

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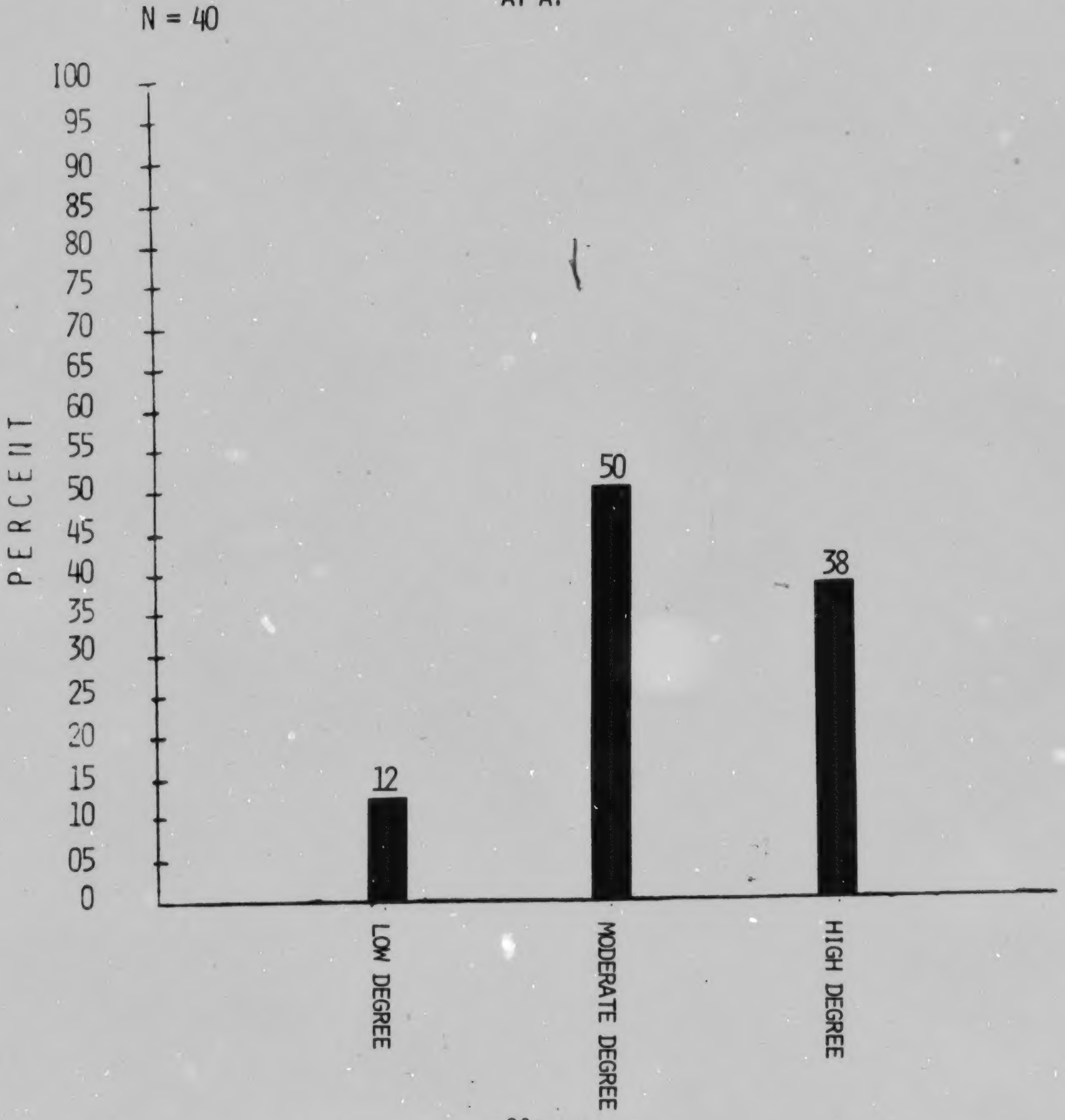
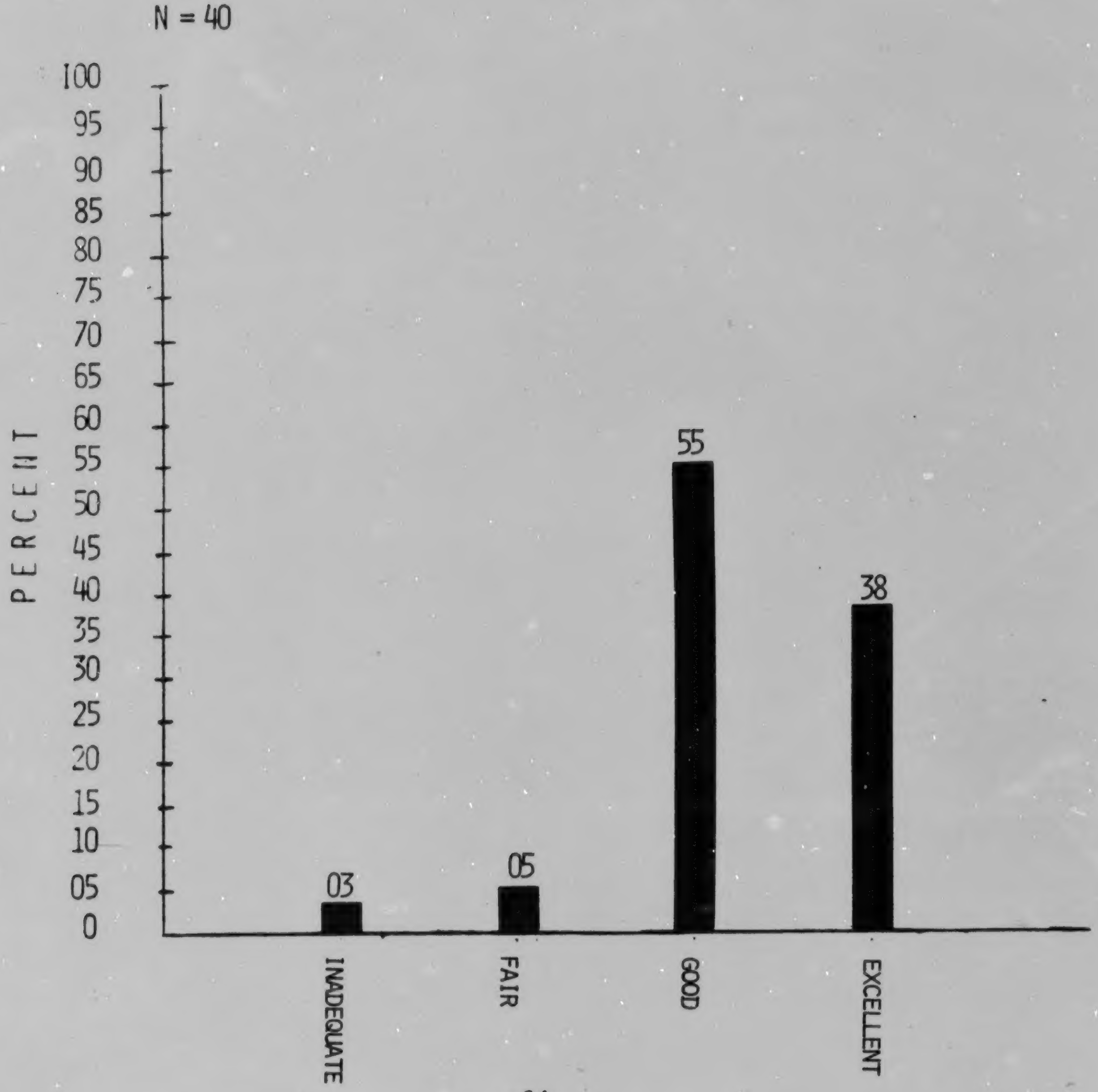


EVALUATION REPORT
OF
INDIAN ADMINISTRATOR PROGRAM
HARVARD UNIVERSITY

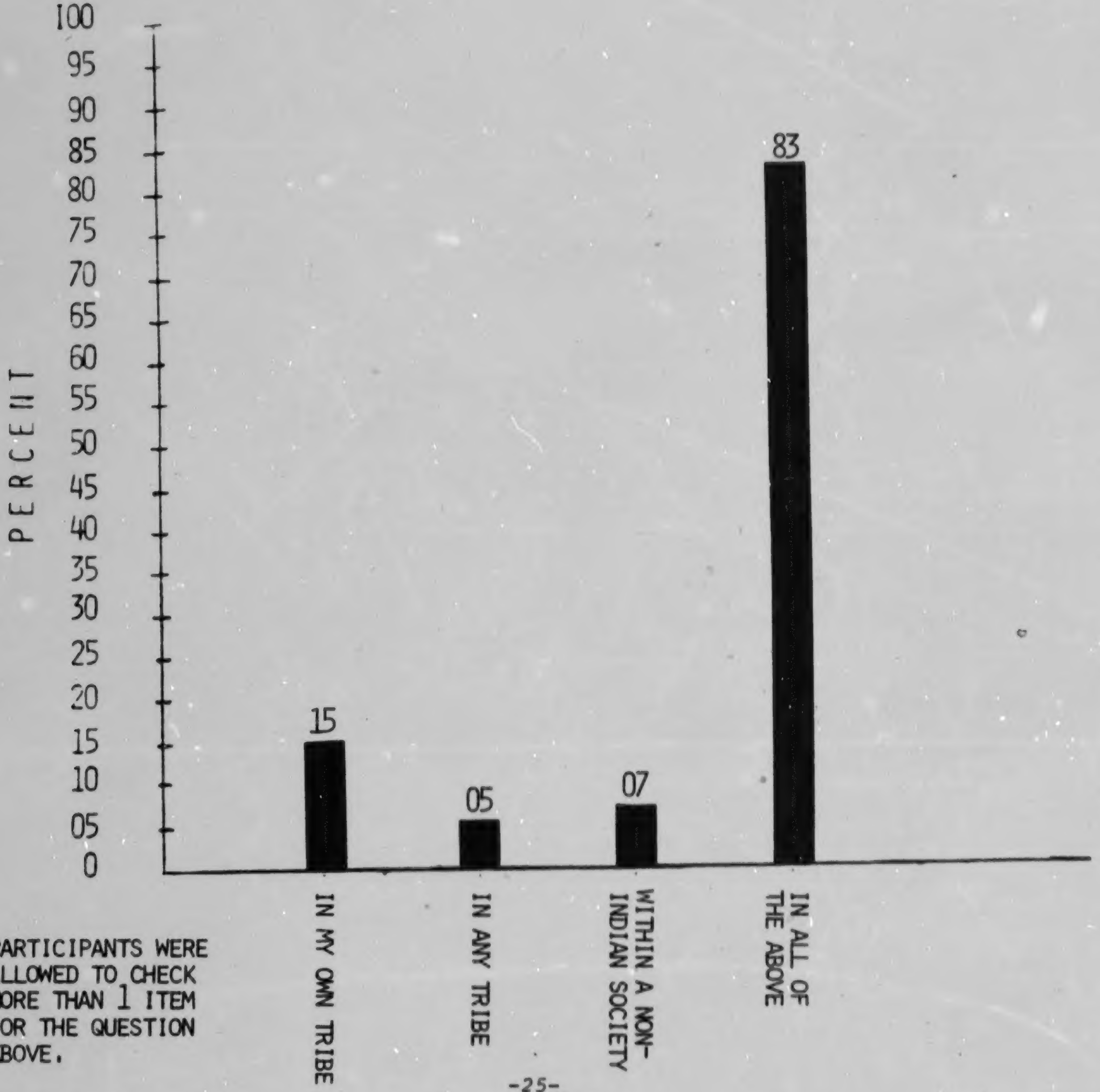
GRAPH 12: THE ADMINISTRATIVE TRAINING I HAVE RECEIVED HAS BEEN:



EVALUATION REPORT
OF
INDIAN ADMINISTRATOR PROGRAM
HARVARD UNIVERSITY

GRAPH 13: I FEEL I AM WELL PREPARED TO ASSUME AN ADMINISTRATIVE POSITION IN SOME CAPACITY:

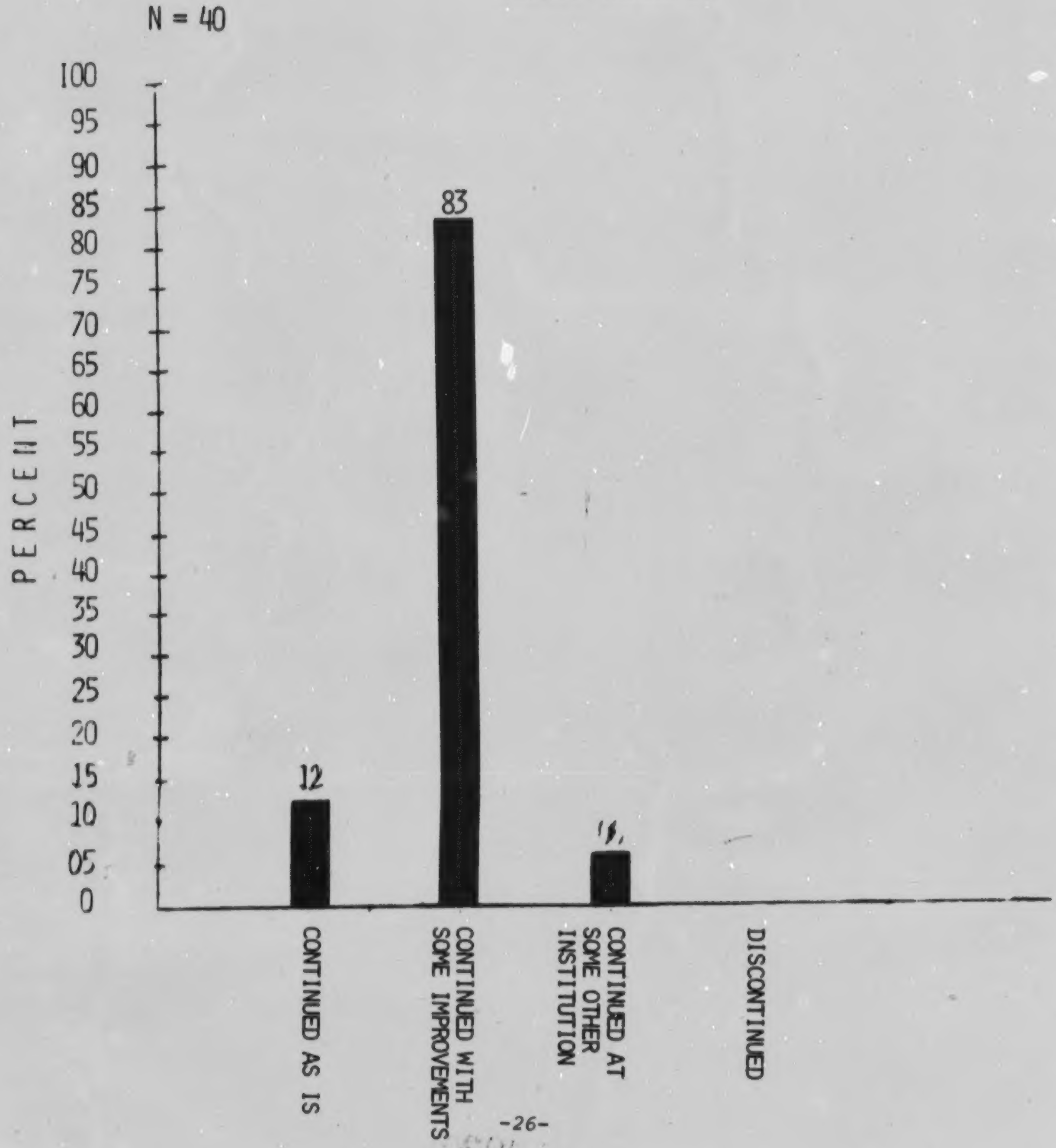
N = 40*



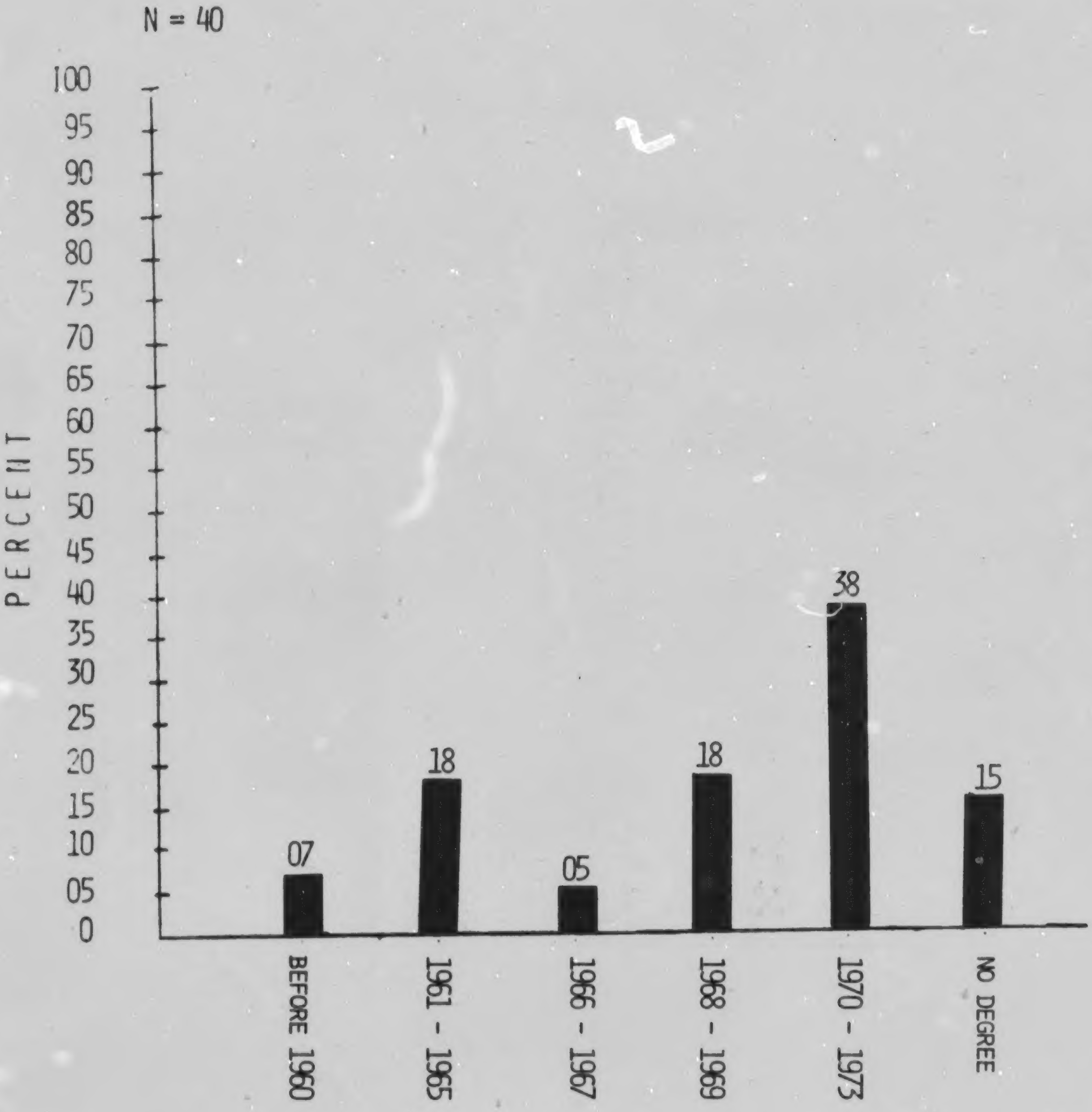
*PARTICIPANTS WERE ALLOWED TO CHECK MORE THAN 1 ITEM FOR THE QUESTION ABOVE.

EVALUATION REPORT
OF
INDIAN ADMINISTRATOR PROGRAM
HARVARD UNIVERSITY

GRAPH 14: THE EDUCATION ADMINISTRATOR TRAINING PROGRAM SHOULD BE:

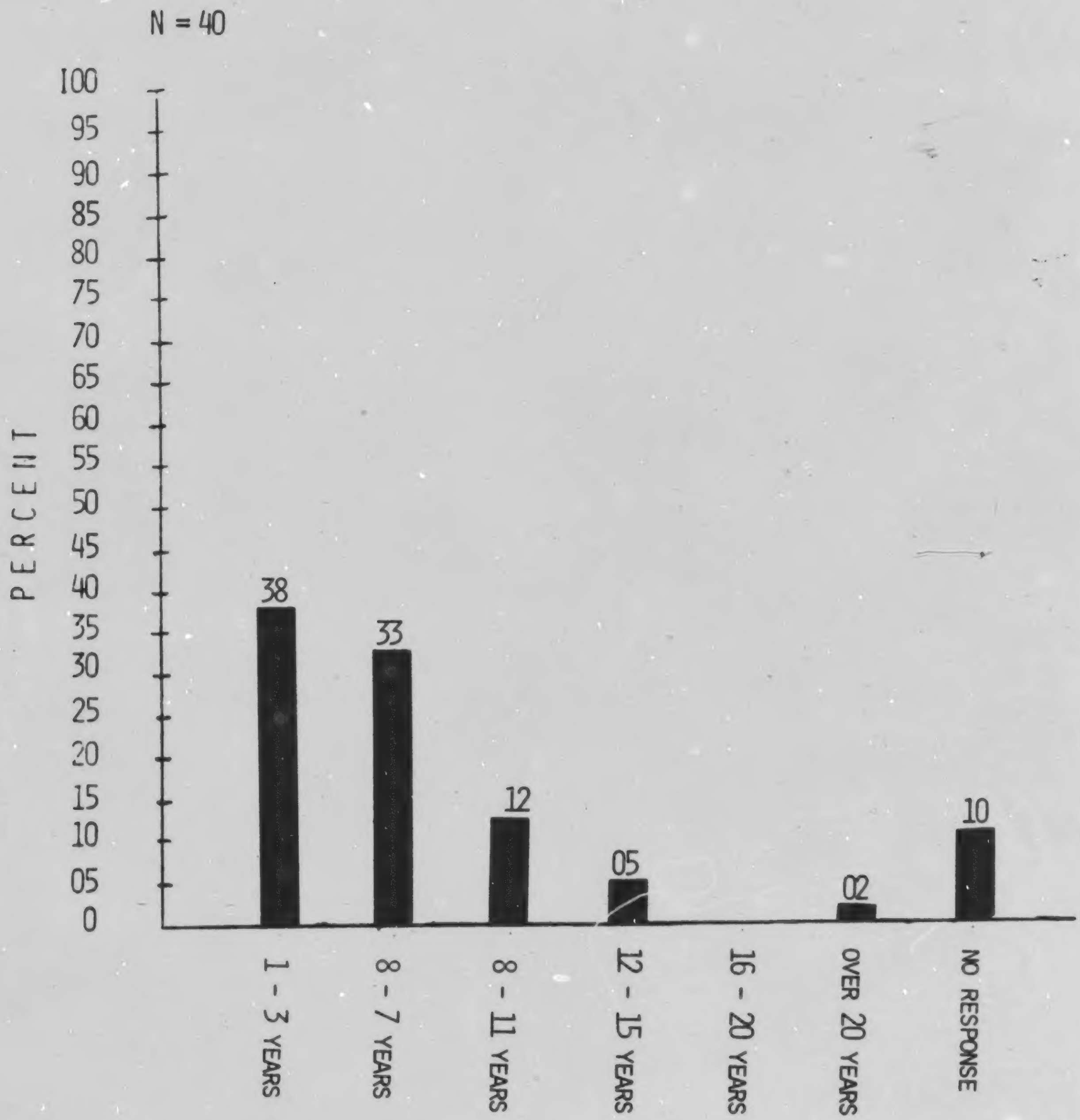


GRAPH 15: I RECEIVED MY BA OR BS DEGREE IN:



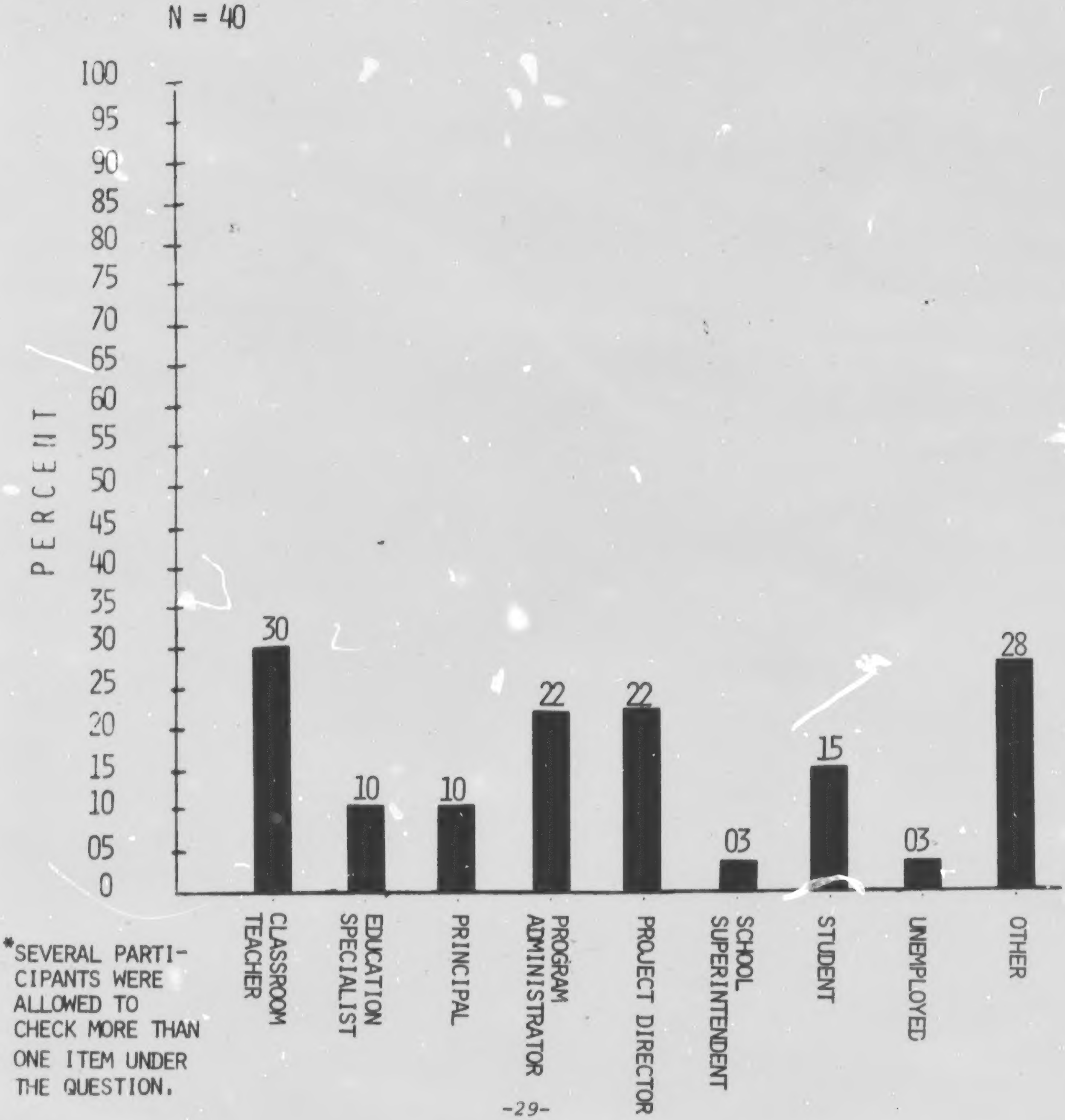
EVALUATION REPORT
OF
INDIAN ADMINISTRATOR PROGRAM
HARVARD UNIVERSITY

GRAPH 16: NUMBER OF YEARS WORKED IN EDUCATION



EVALUATION REPORT
OF
INDIAN ADMINISTRATOR PROGRAM
HARVARD UNIVERSITY

GRAPH 17: BEFORE ENTERING PROGRAM I WAS:



*SEVERAL PARTICIPANTS WERE ALLOWED TO CHECK MORE THAN ONE ITEM UNDER THE QUESTION.

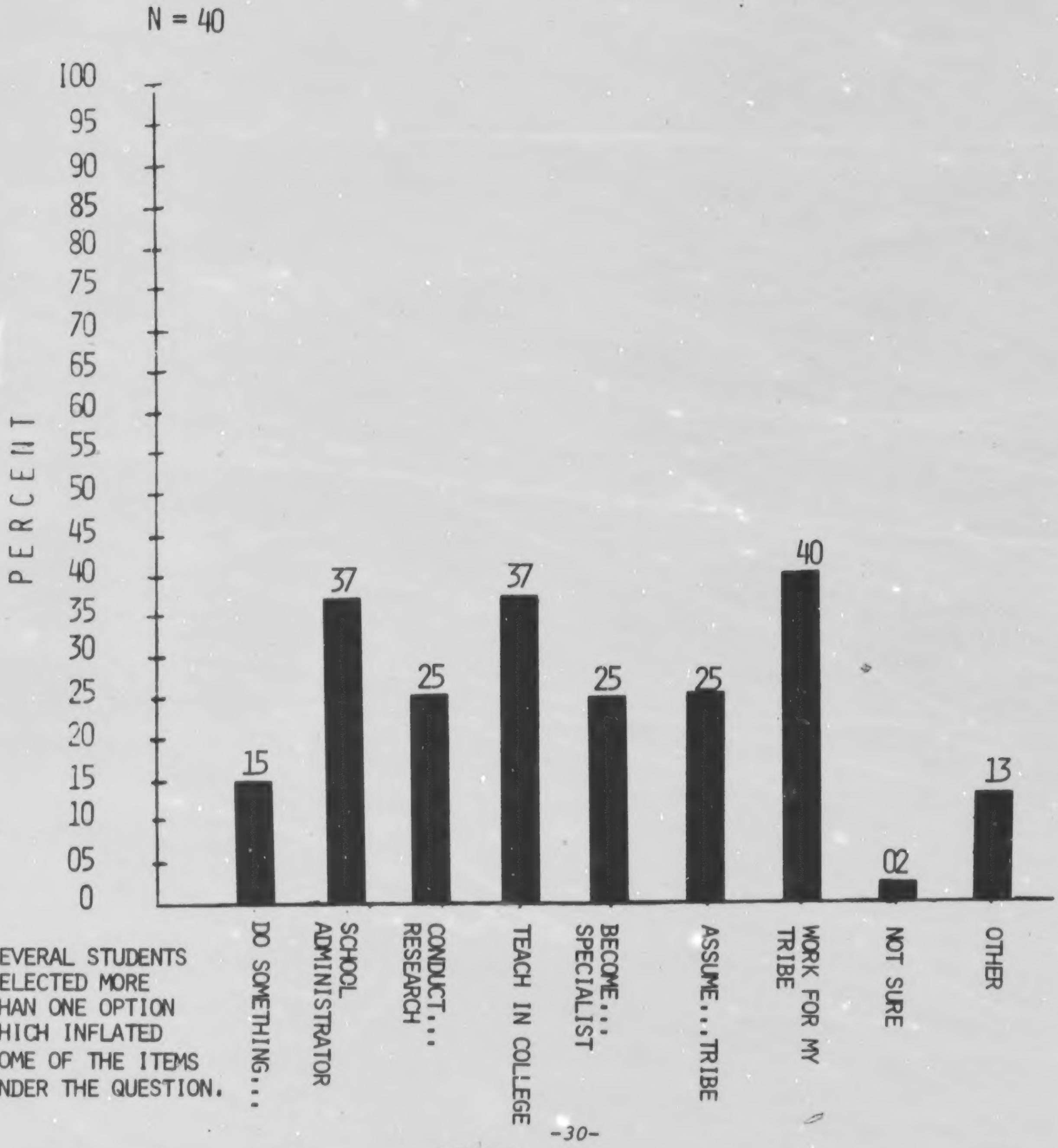
EVALUATION REPORT

OF

INDIAN ADMINISTRATOR PROGRAM

HARVARD UNIVERSITY

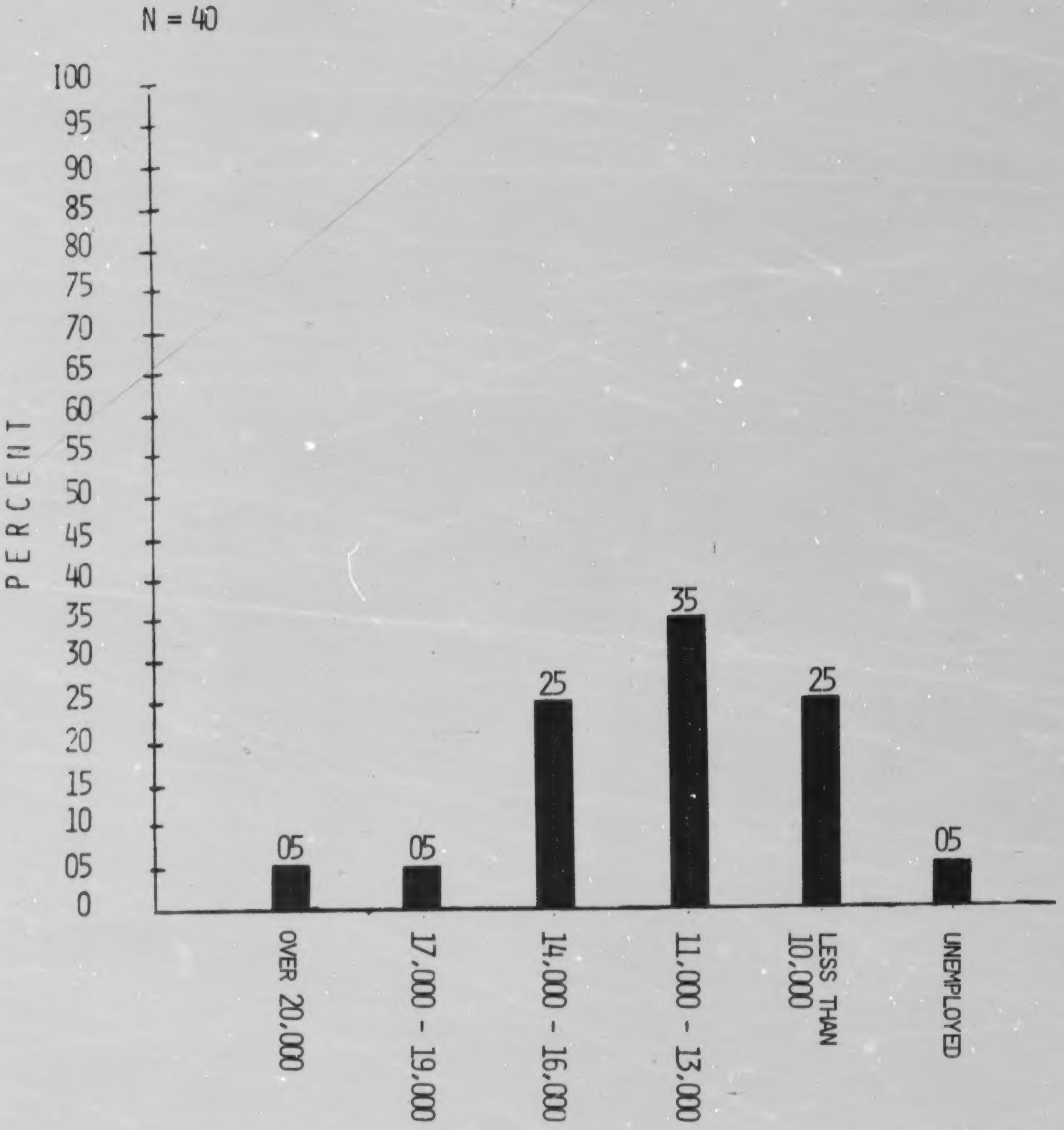
GRAPH 18: AFTER COMPLETING PROGRAM I PREFER TO BE:



*SEVERAL STUDENTS SELECTED MORE THAN ONE OPTION WHICH INFLATED SOME OF THE ITEMS UNDER THE QUESTION.

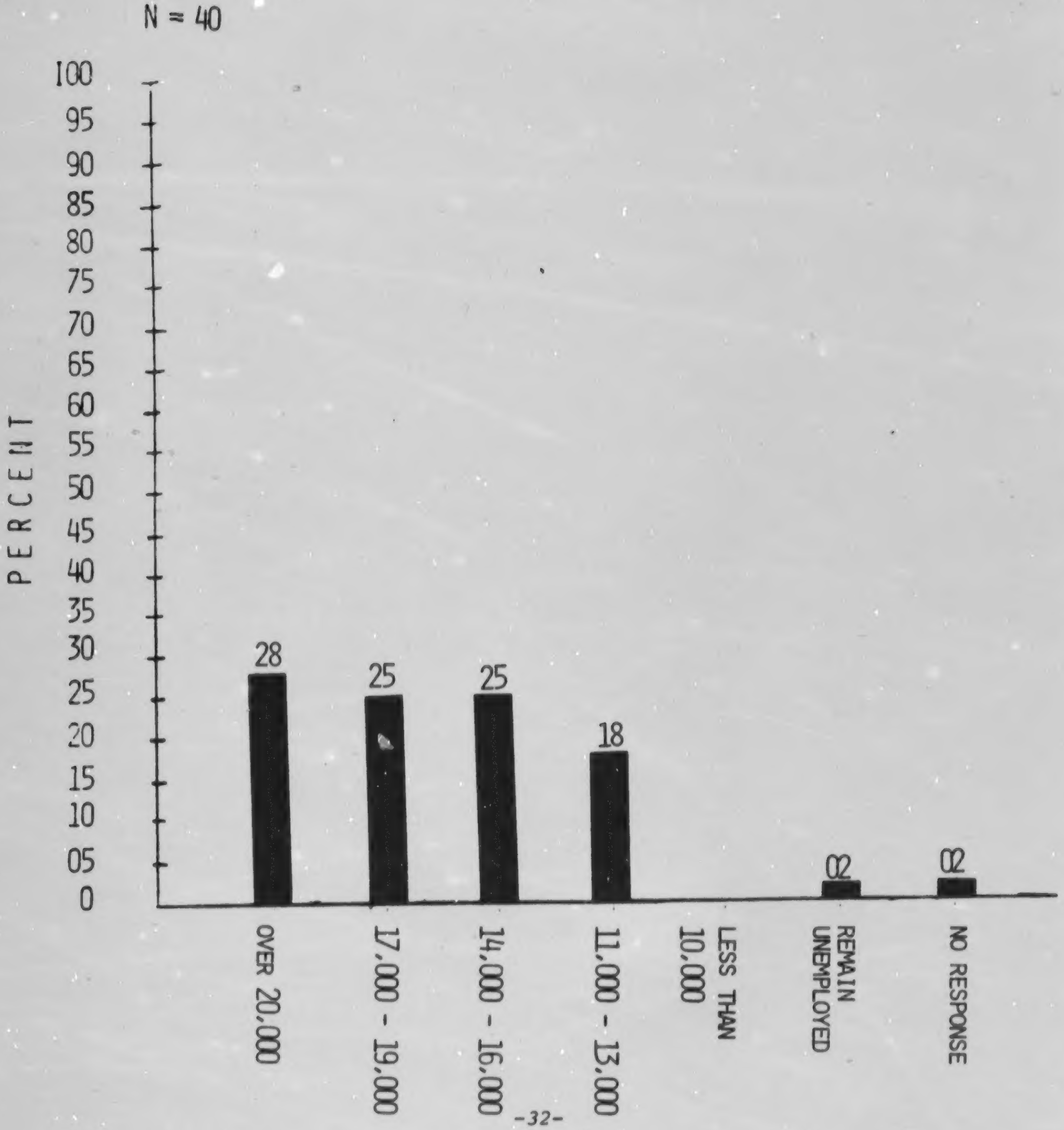
EVALUATION REPORT
OF
INDIAN ADMINISTRATOR PROGRAM
HARVARD UNIVERSITY

GRAPH 19: BEFORE ENTERING PROGRAM SALARY EARNING



EVALUATION REPORT
OF
INDIAN ADMINISTRATOR PROGRAM
HARVARD UNIVERSITY

GRAPH 20: AFTER COMPLETION OF PROGRAM SALARY EARNINGS



EVALUATION REPORT
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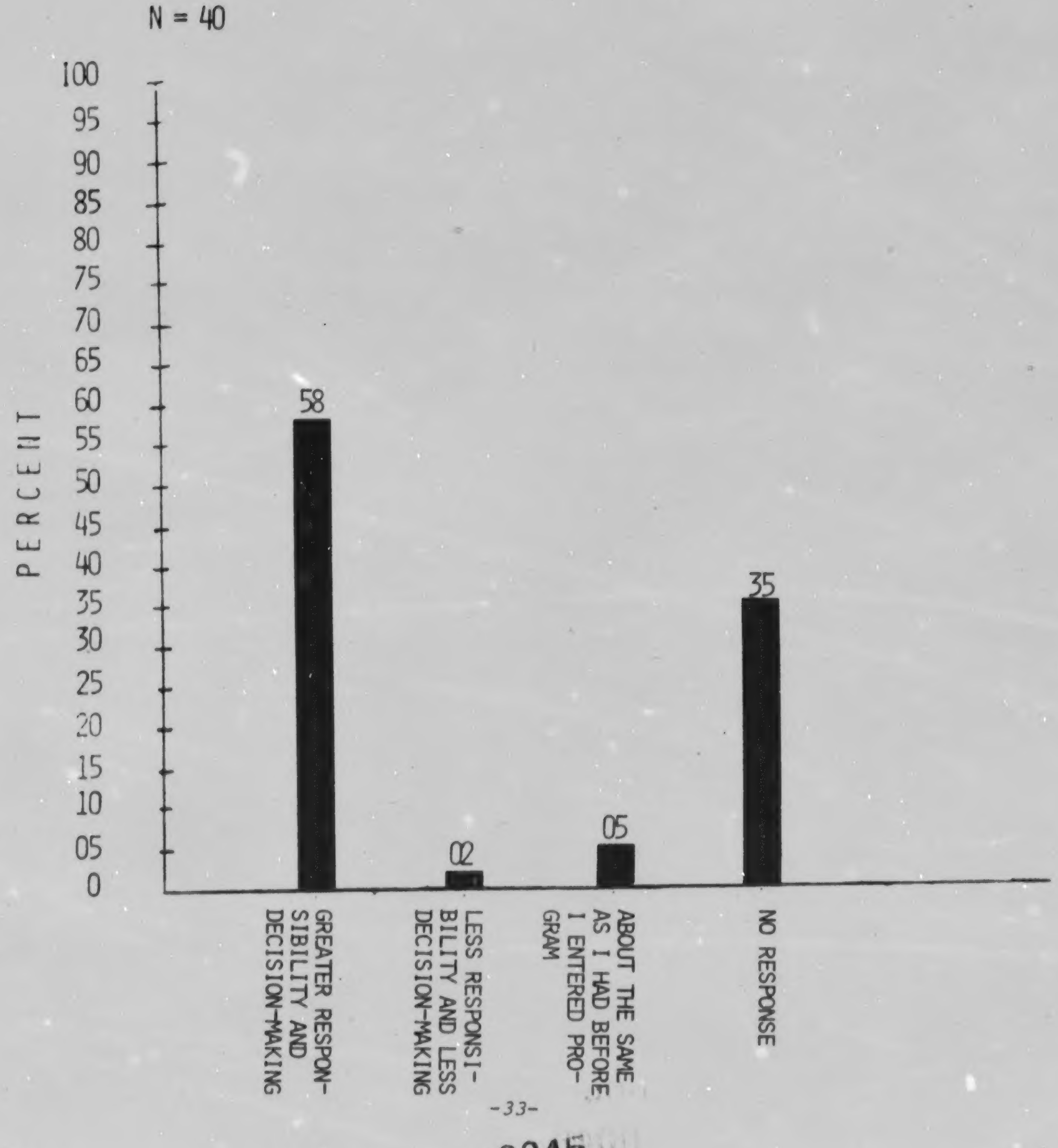
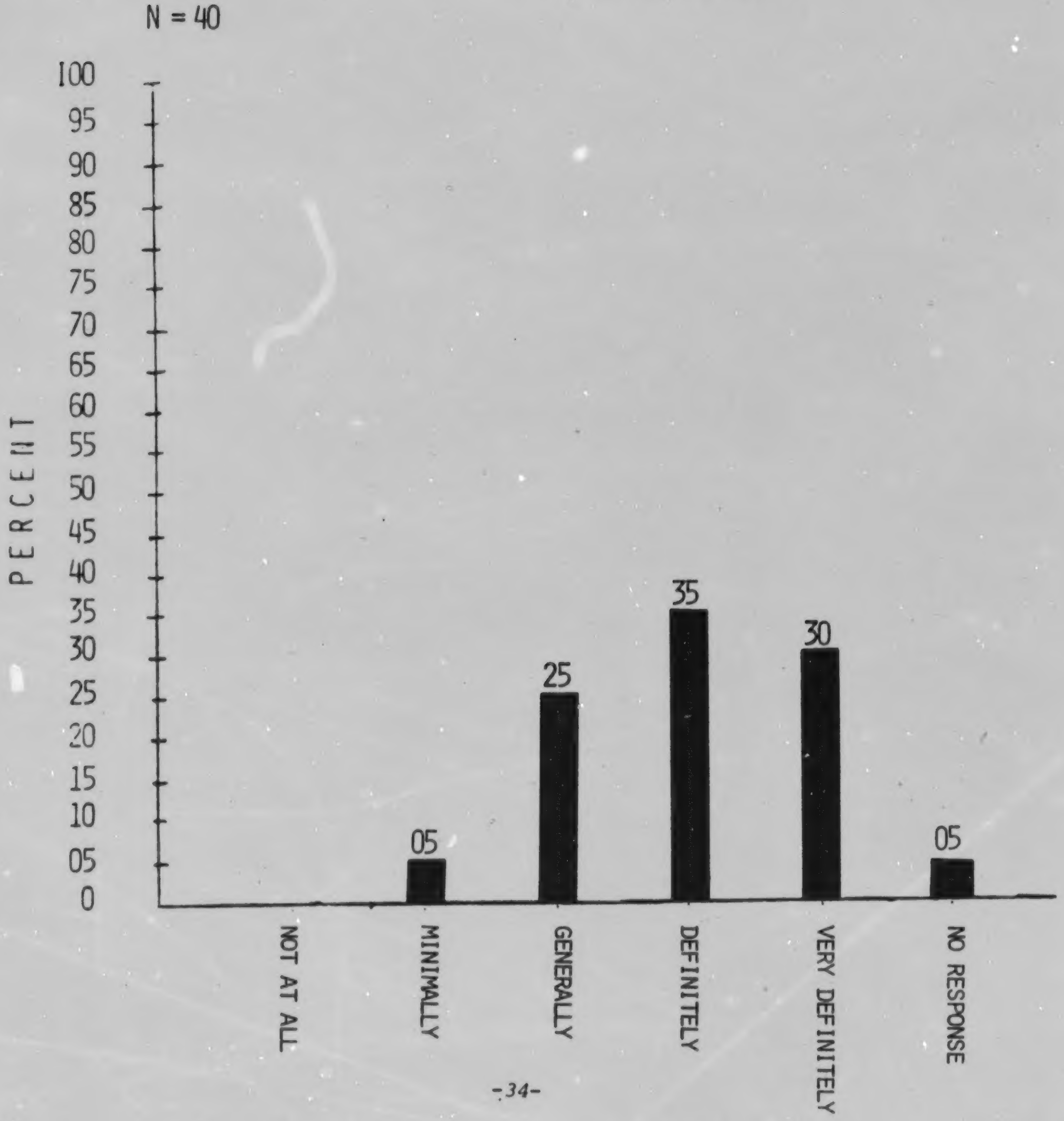
INDIAN ADMINISTRATOR PROGRAM
HARVARD UNIVERSITY

GRAPH 21: POSITION I NOW HOLD HAS:



EVALUATION REPORT
OF
INDIAN ADMINISTRATOR PROGRAM
HARVARD UNIVERSITY

GRAPH 22: TO WHAT DEGREE WERE YOUR EXPECTATIONS FROM THE PROGRAM MET?



EVALUATION REPORT
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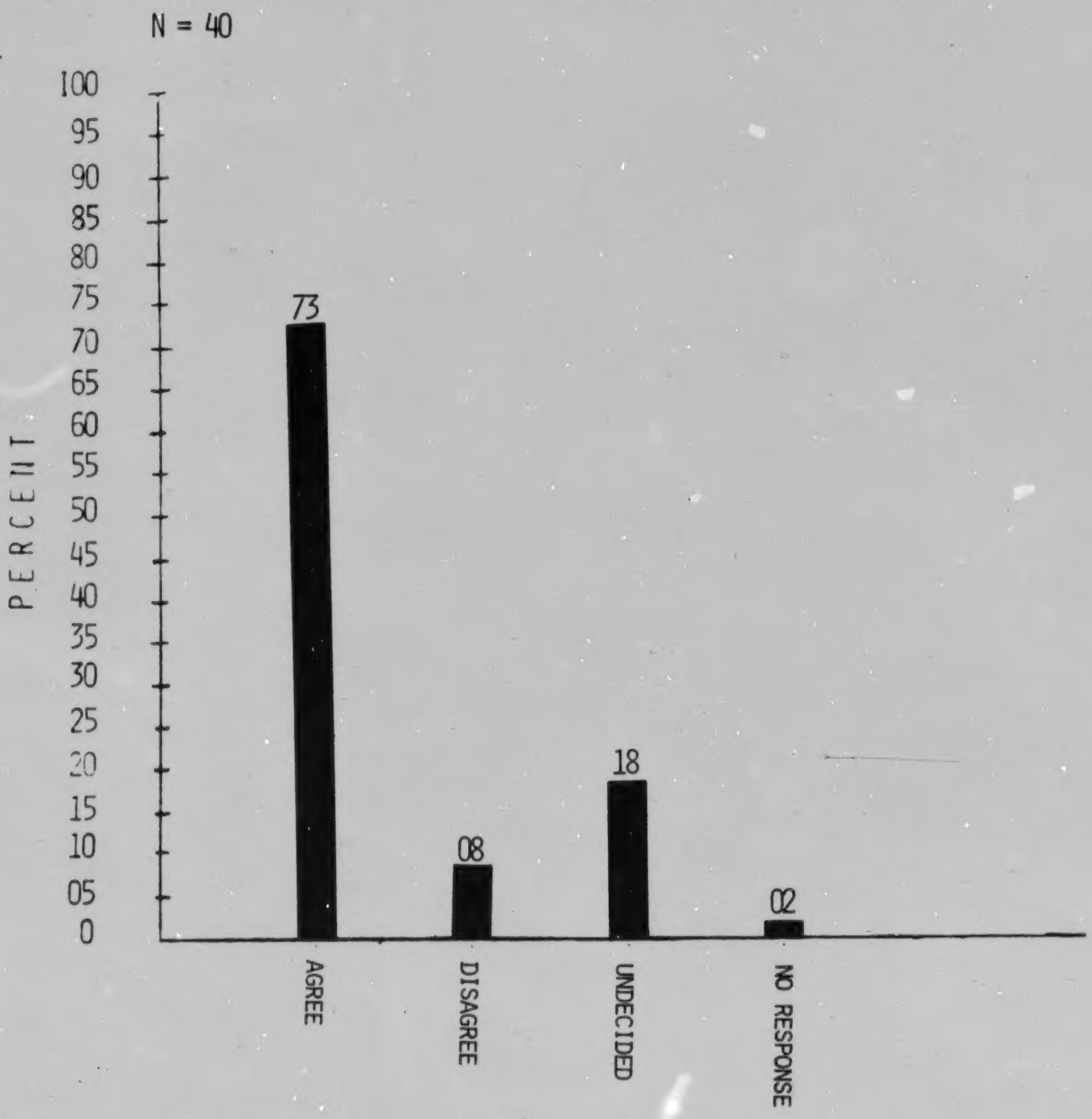
INDIAN ADMINISTRATOR PROGRAM
HARVARD UNIVERSITY

GRAPH 23: INDIAN TRIBES ARE, AND HAVE BEEN, SUPPORTIVE OF THE PROGRAM



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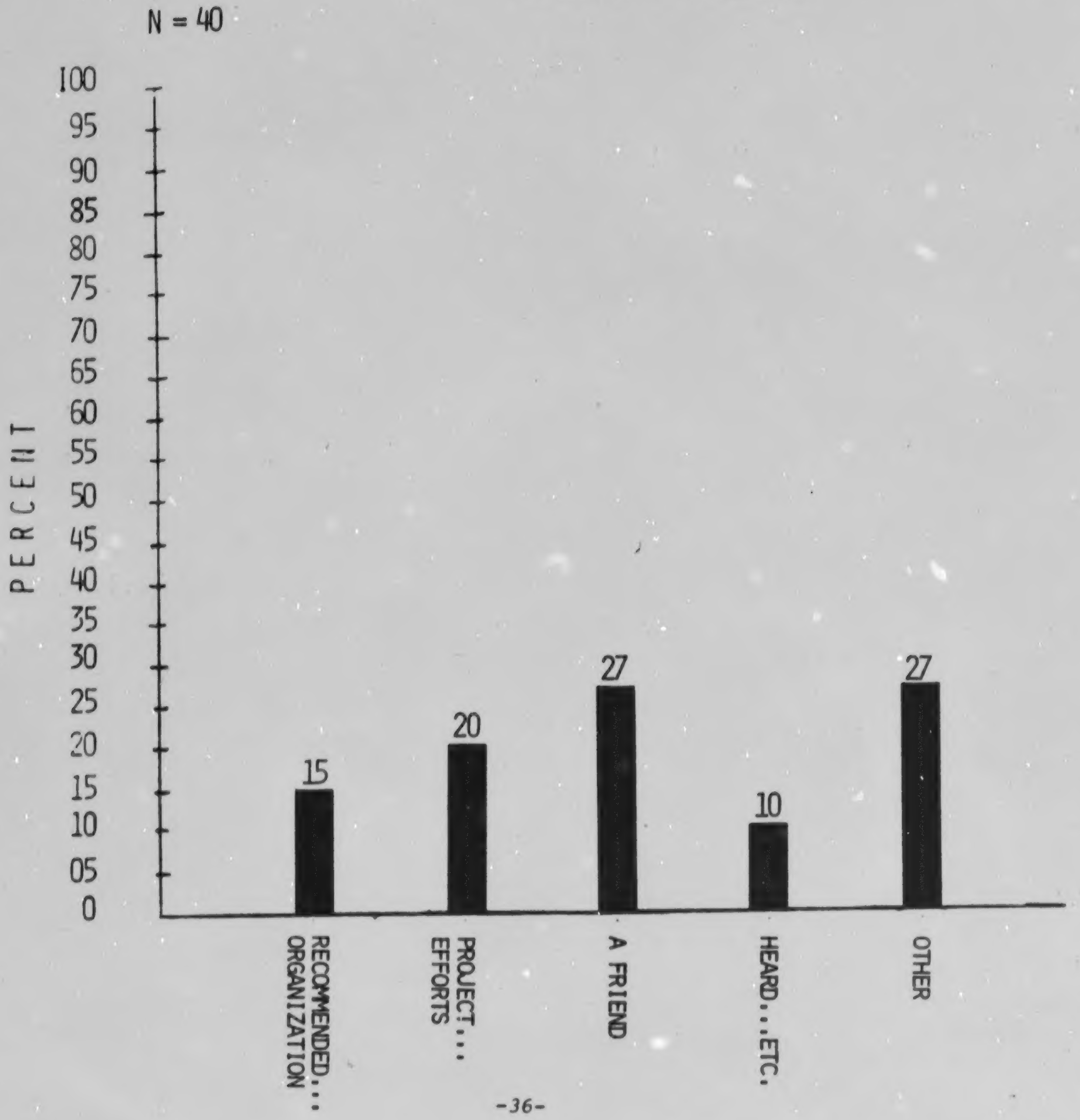
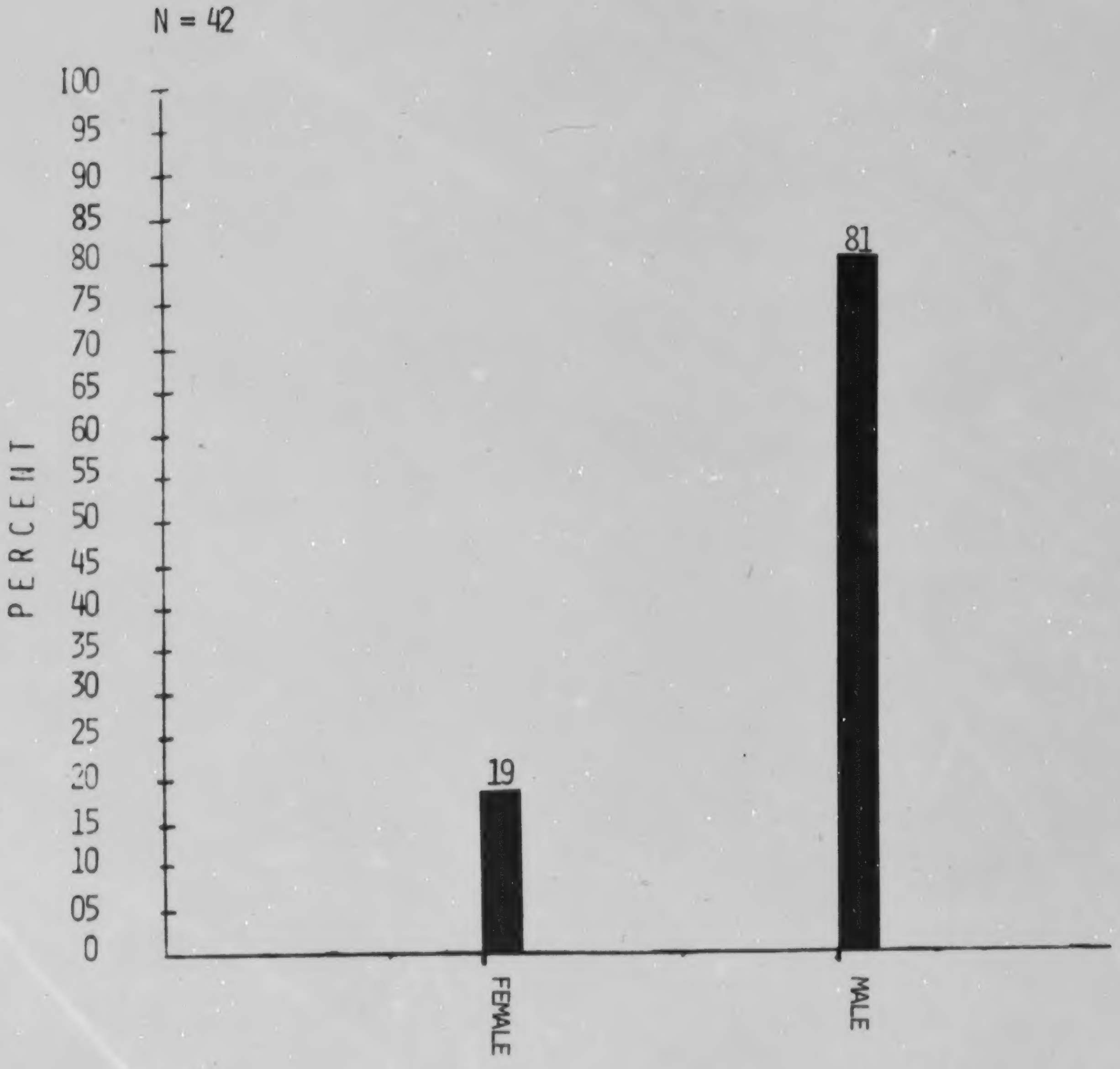


PENNSYLVANIA STATE UNIVERSITY

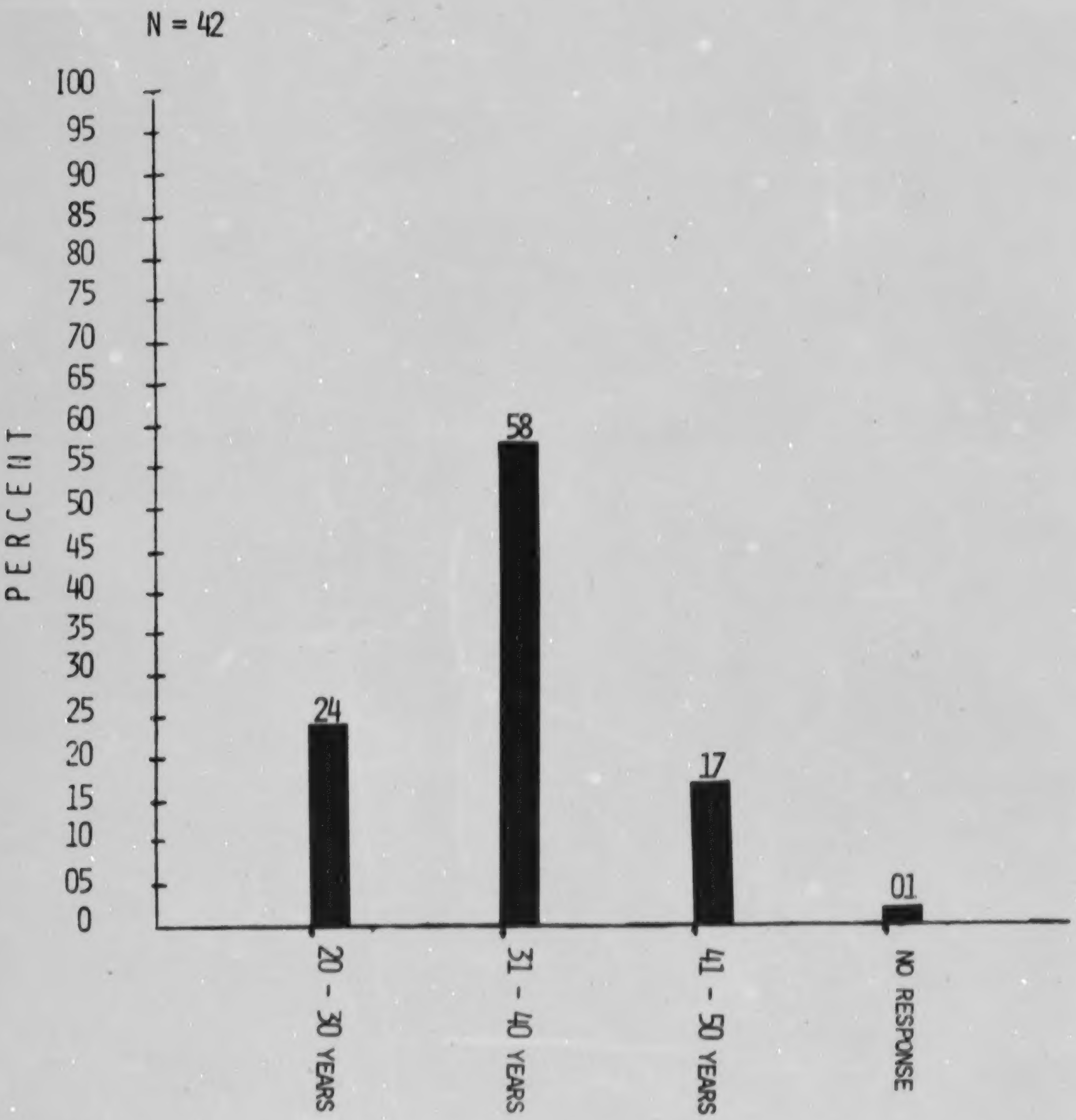
EVALUATION REPORT
OF
INDIAN ADMINISTRATOR PROGRAM
PENNSYLVANIA STATE UNIVERSITY

GRAPH 1: SEX



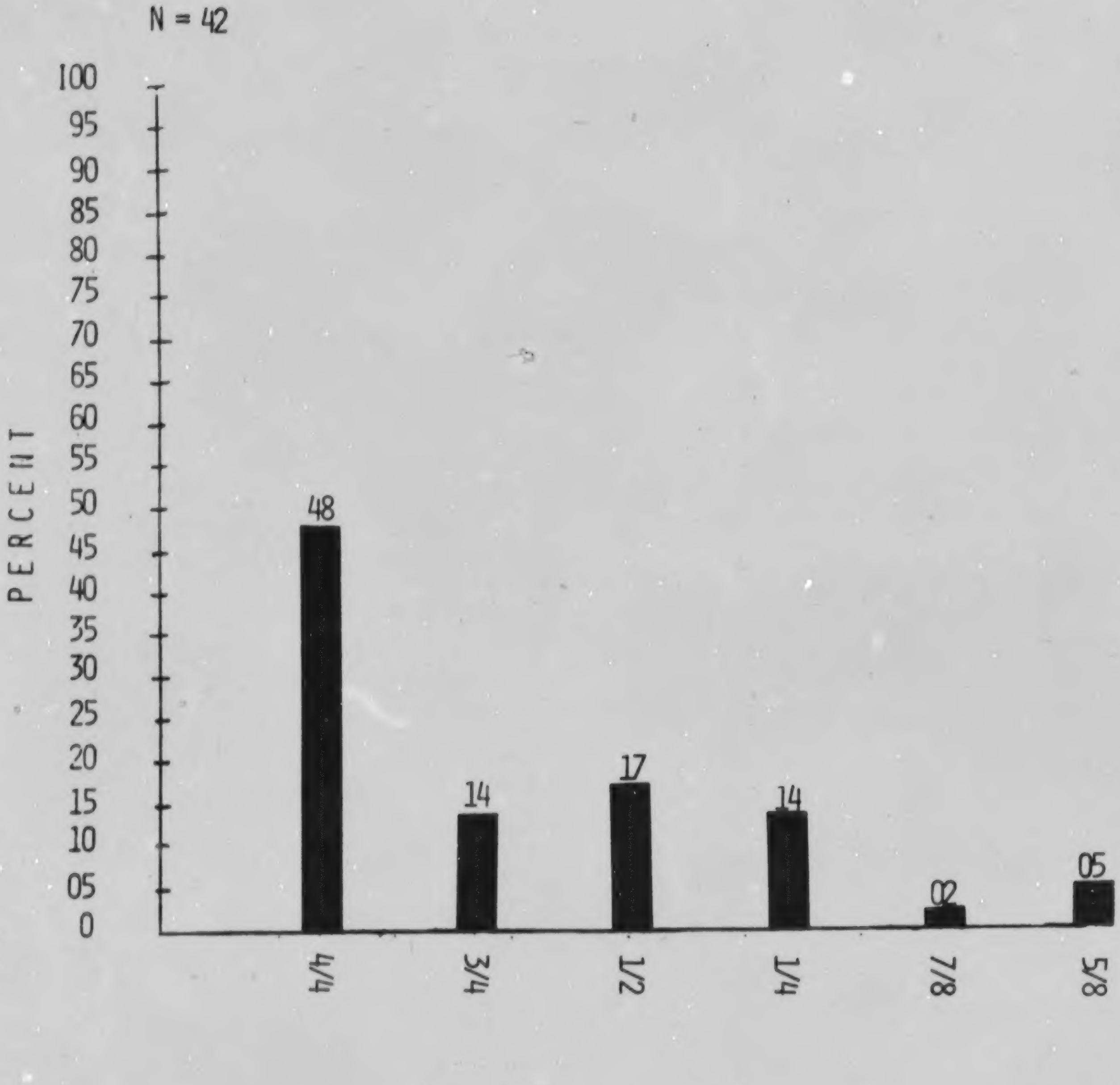
EVALUATION REPORT
OF
INDIAN ADMINISTRATOR PROGRAM
PENNSYLVANIA STATE UNIVERSITY

GRAPH 2: AGE GROUP



EVALUATION REPORT
OF
INDIAN ADMINISTRATOR PROGRAM
PENNSYLVANIA STATE UNIVERSITY

GRAPH 3: BLOOD QUANTUM



EVALUATION REPORT
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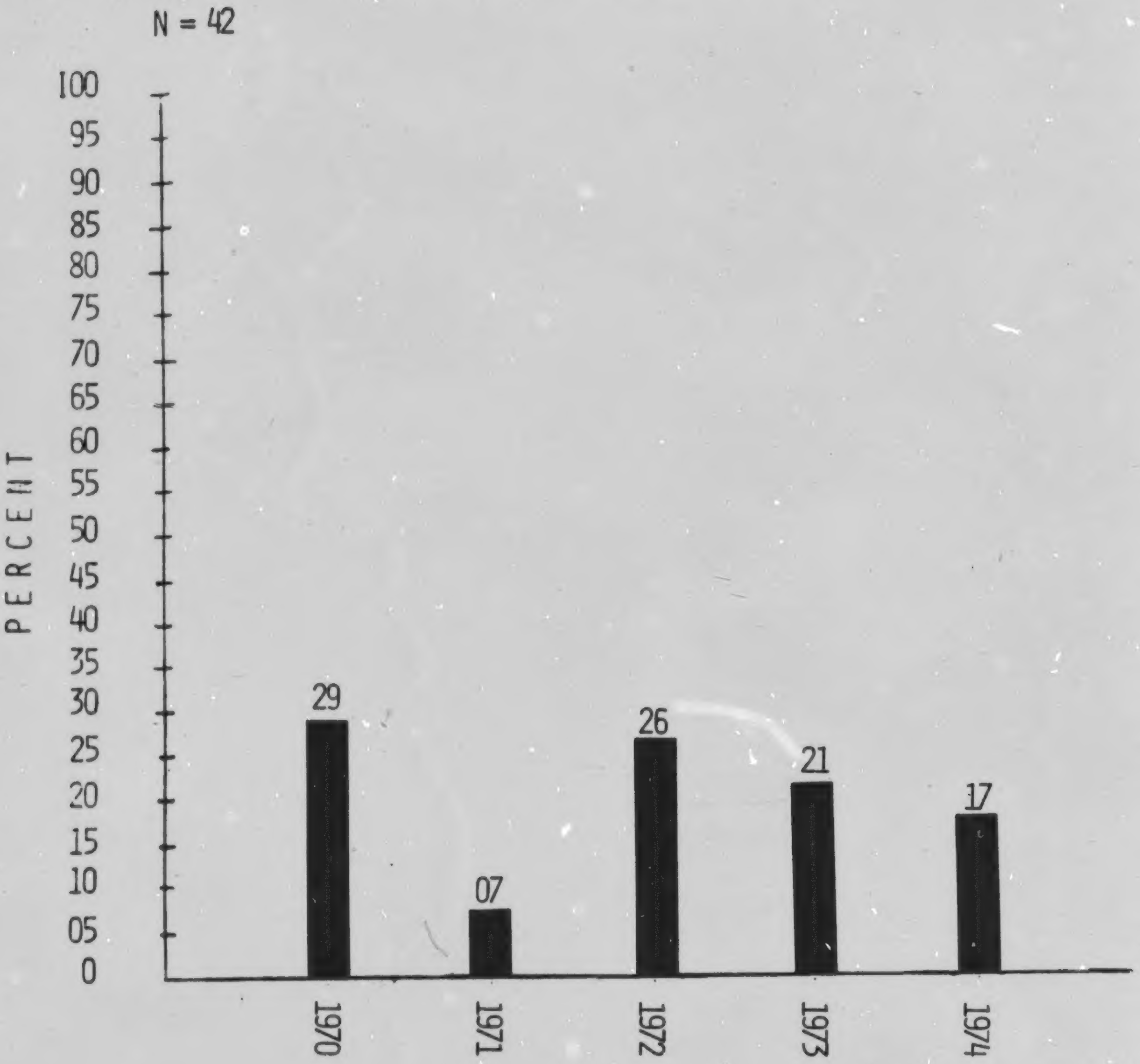
INDIAN ADMINISTRATOR PROGRAM
PENNSYLVANIA STATE UNIVERSITY

GRAPH 4: WHAT YEAR DID YOU ENTER THE PROGRAM?



EVALUATION REPORT

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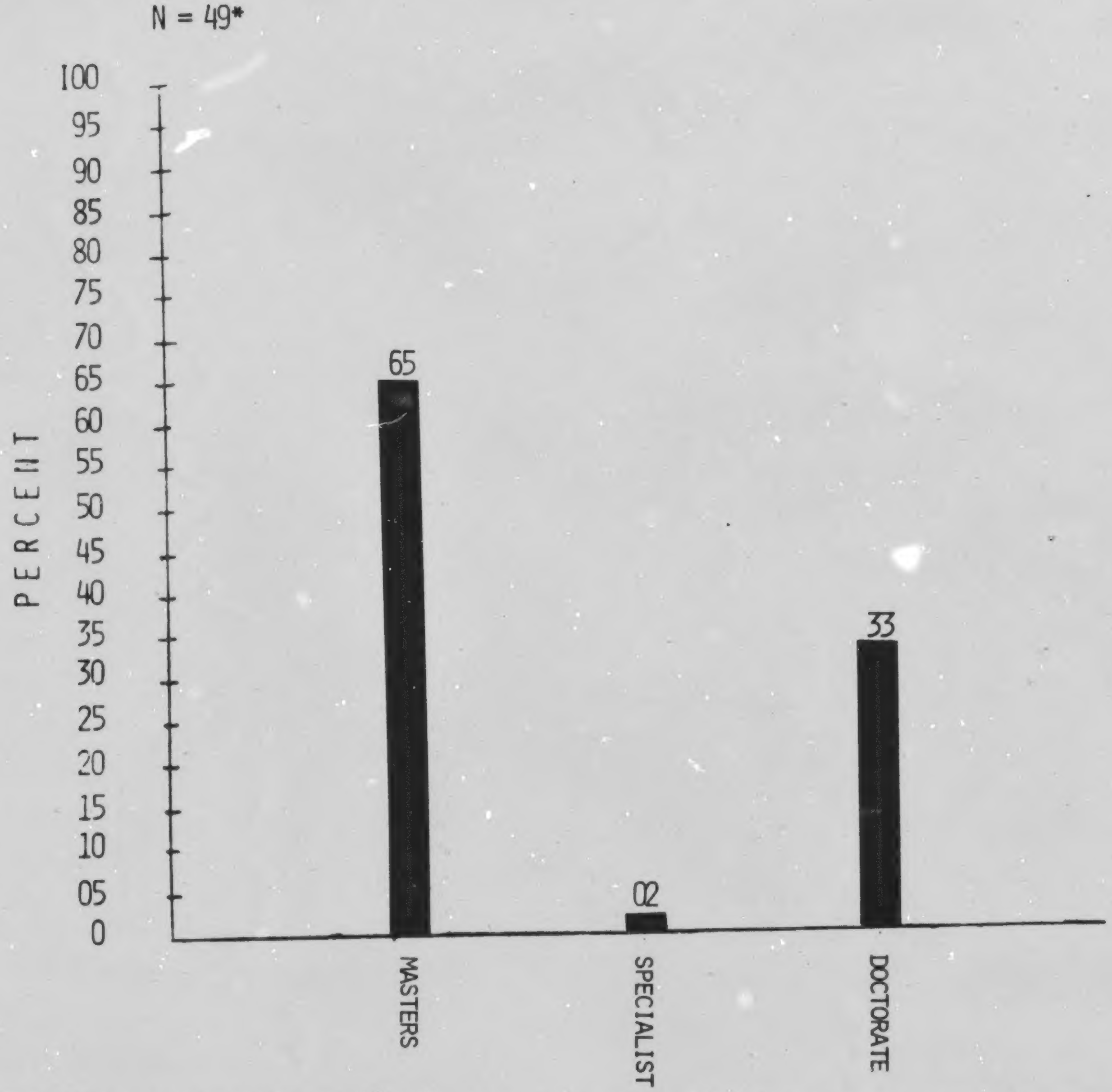
INDIAN ADMINISTRATOR PROGRAM

PENNSYLVANIA STATE UNIVERSITY

GRAPH 5: LEVEL ENTERED PROGRAM



*THE ORIGINAL SAMPLE SIZE WAS 42, BUT FROM THIS SAMPLE POPULATION, PARTICIPANTS RE-ENTERED TO PURSUE AN ADDITIONAL HIGHER DEGREE.

EVALUATION REPORT
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INDIAN ADMINISTRATOR PROGRAM
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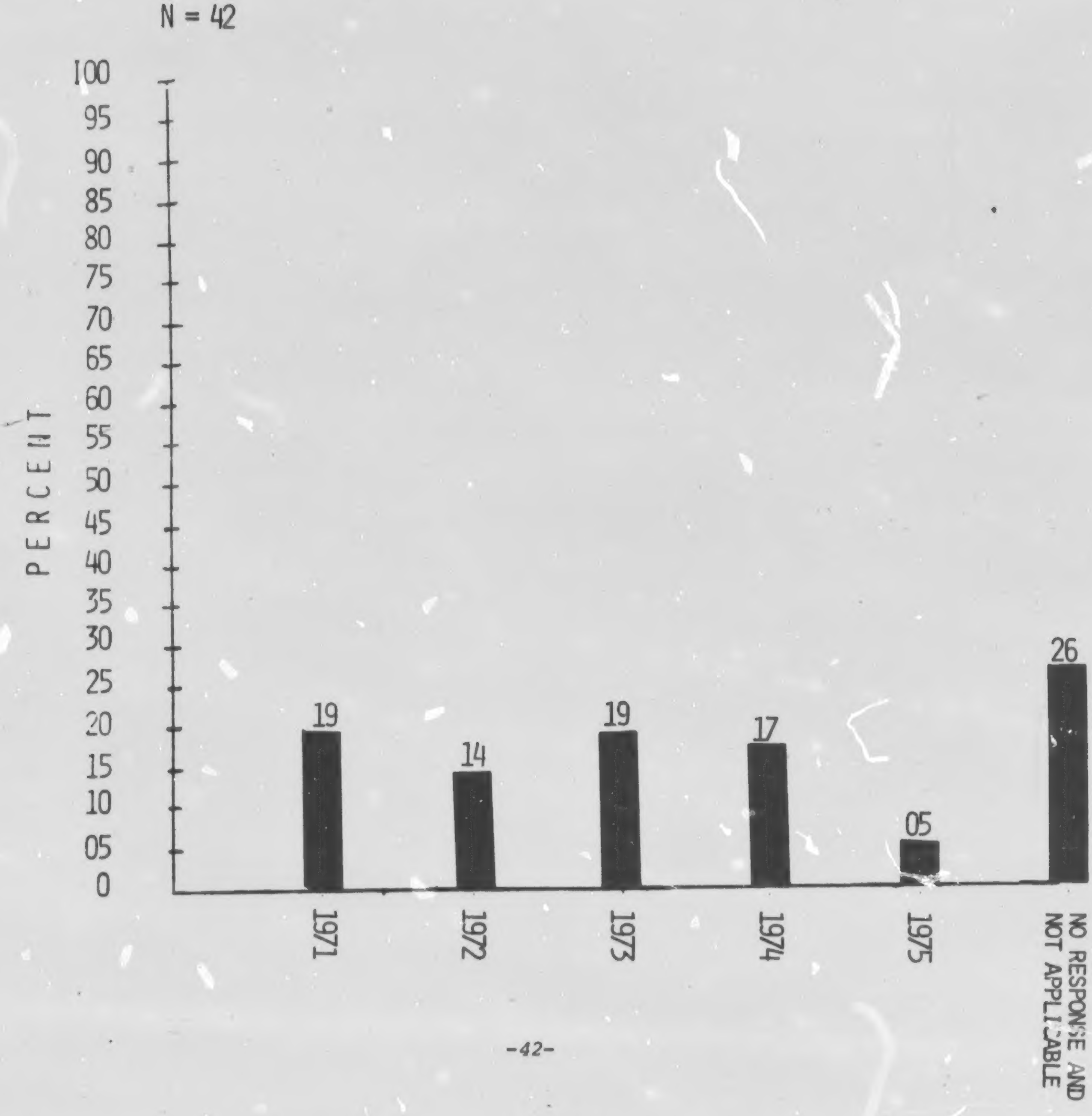
GRAPH 6: YEAR COMPLETED PROGRAM



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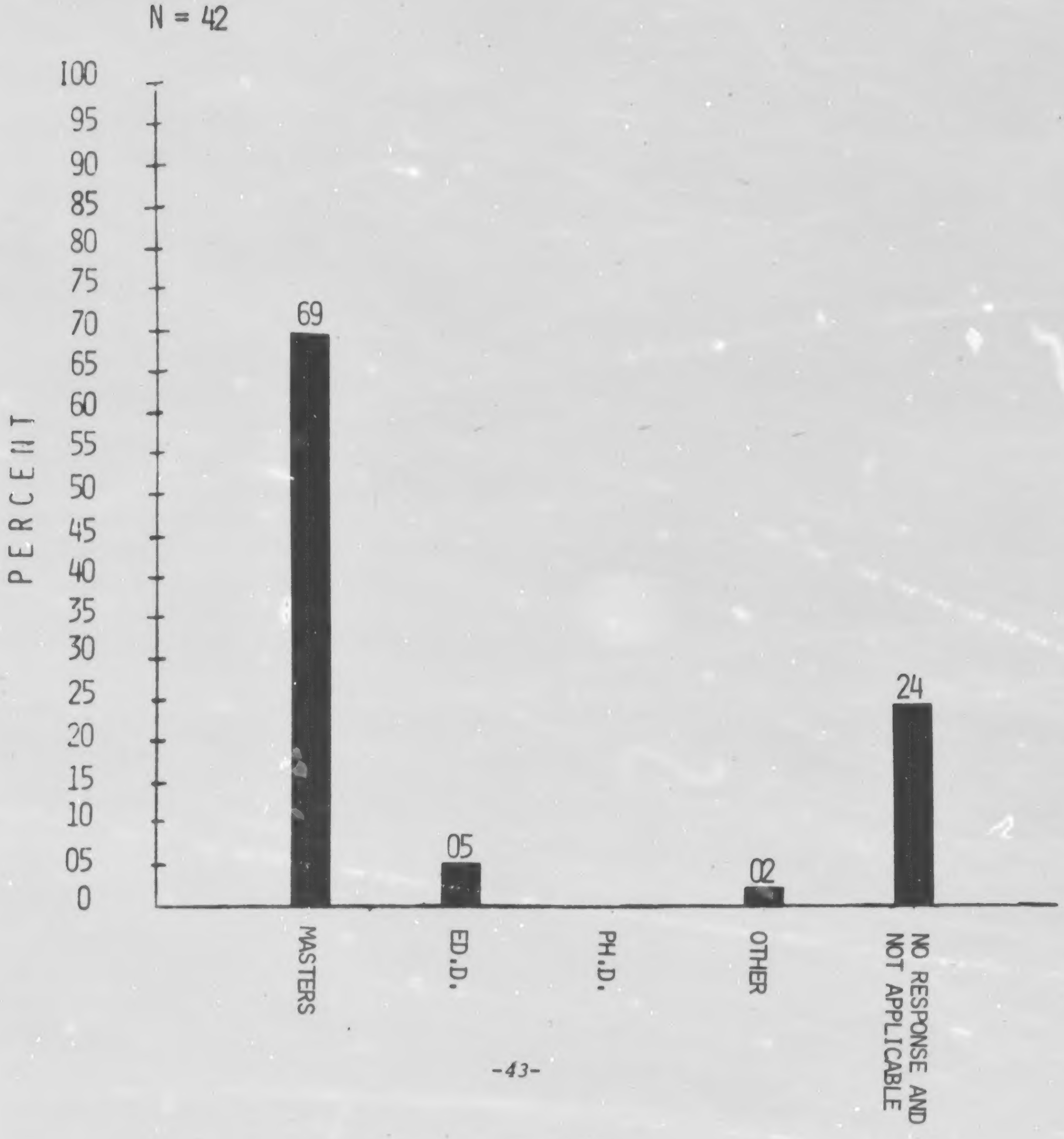

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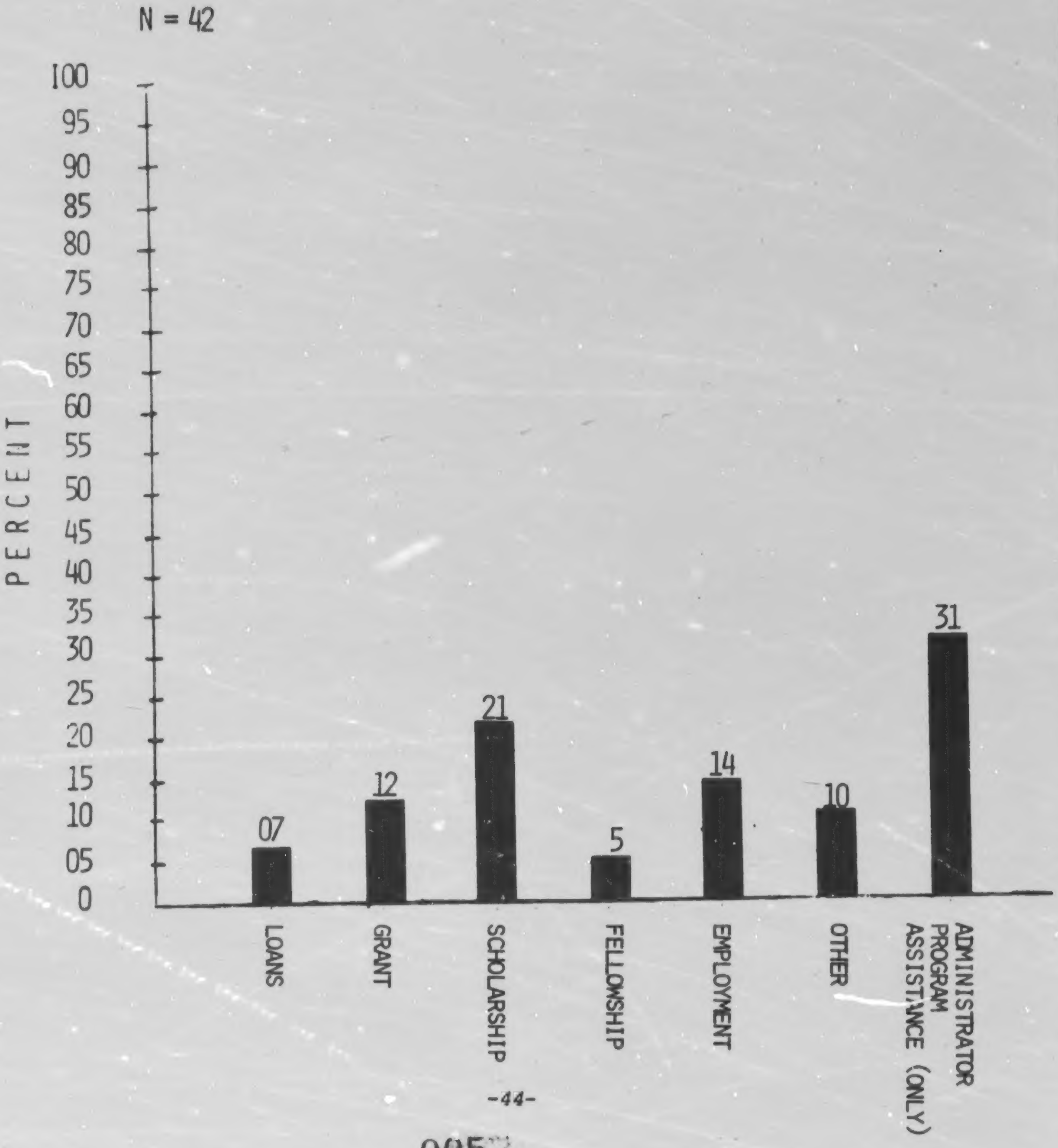

EVALUATION REPORT
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PENNSYLVANIA STATE UNIVERSITY

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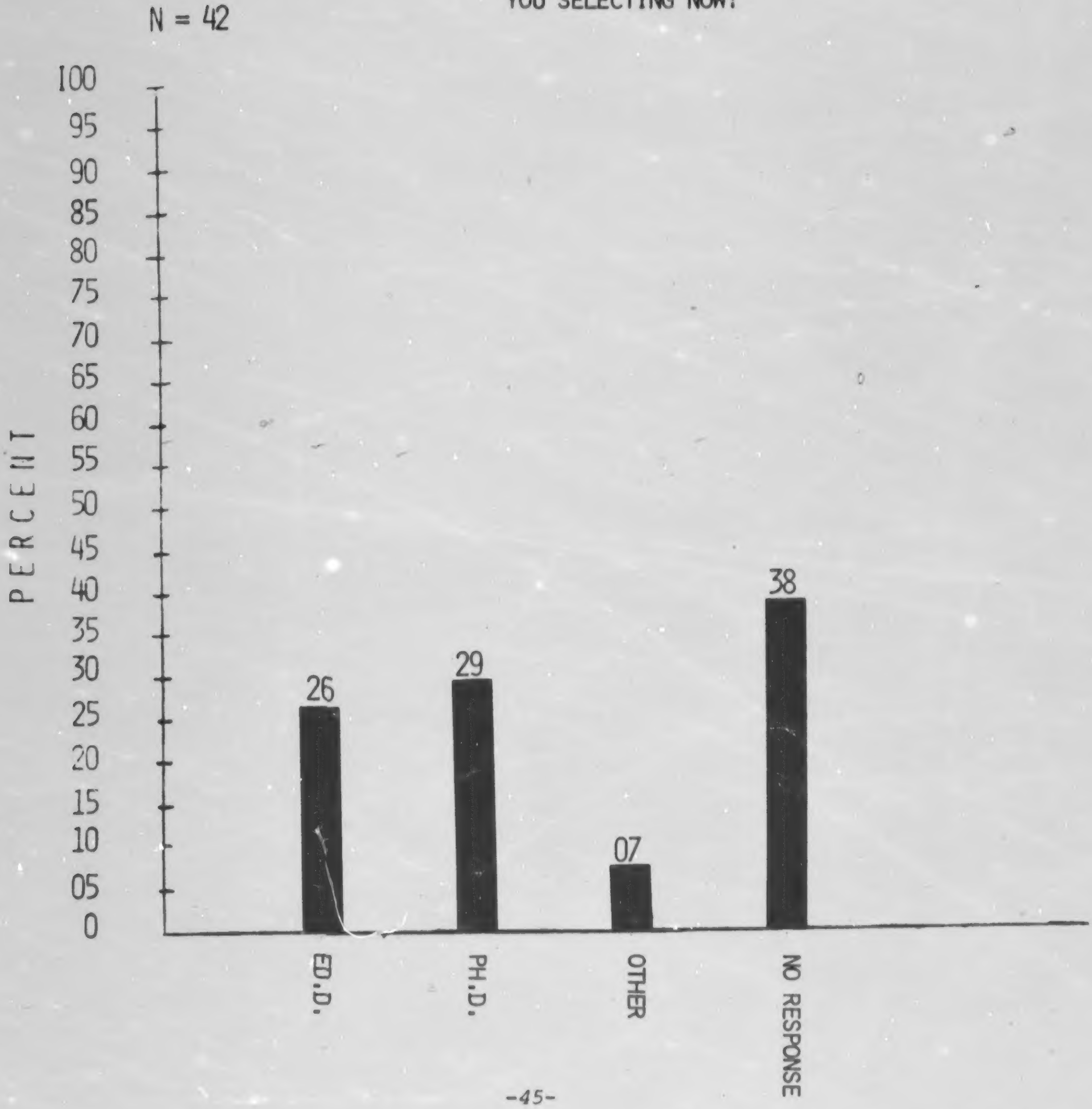

EVALUATION REPORT
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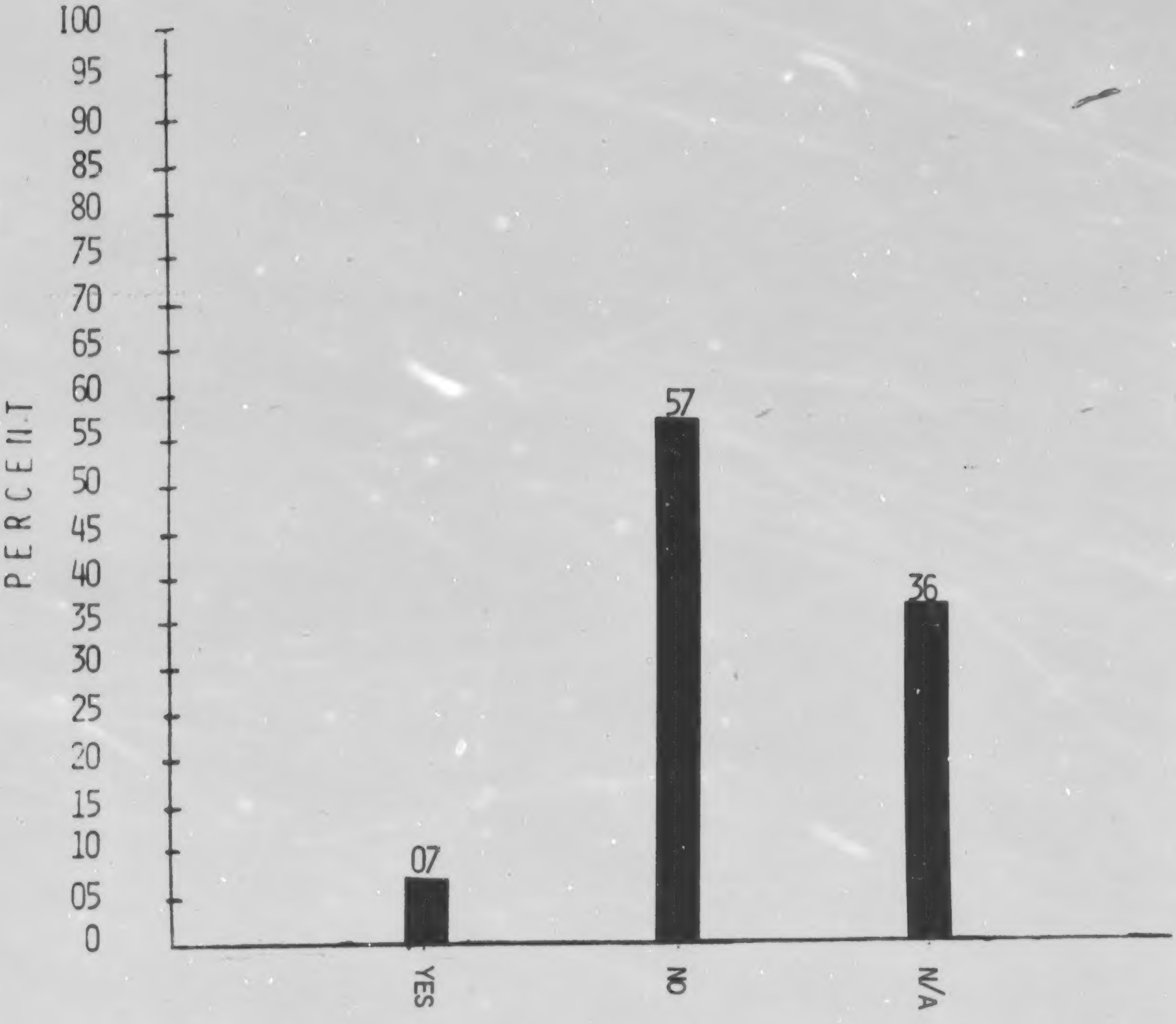
N = 42



EVALUATION REPORT
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PENNSYLVANIA STATE UNIVERSITY

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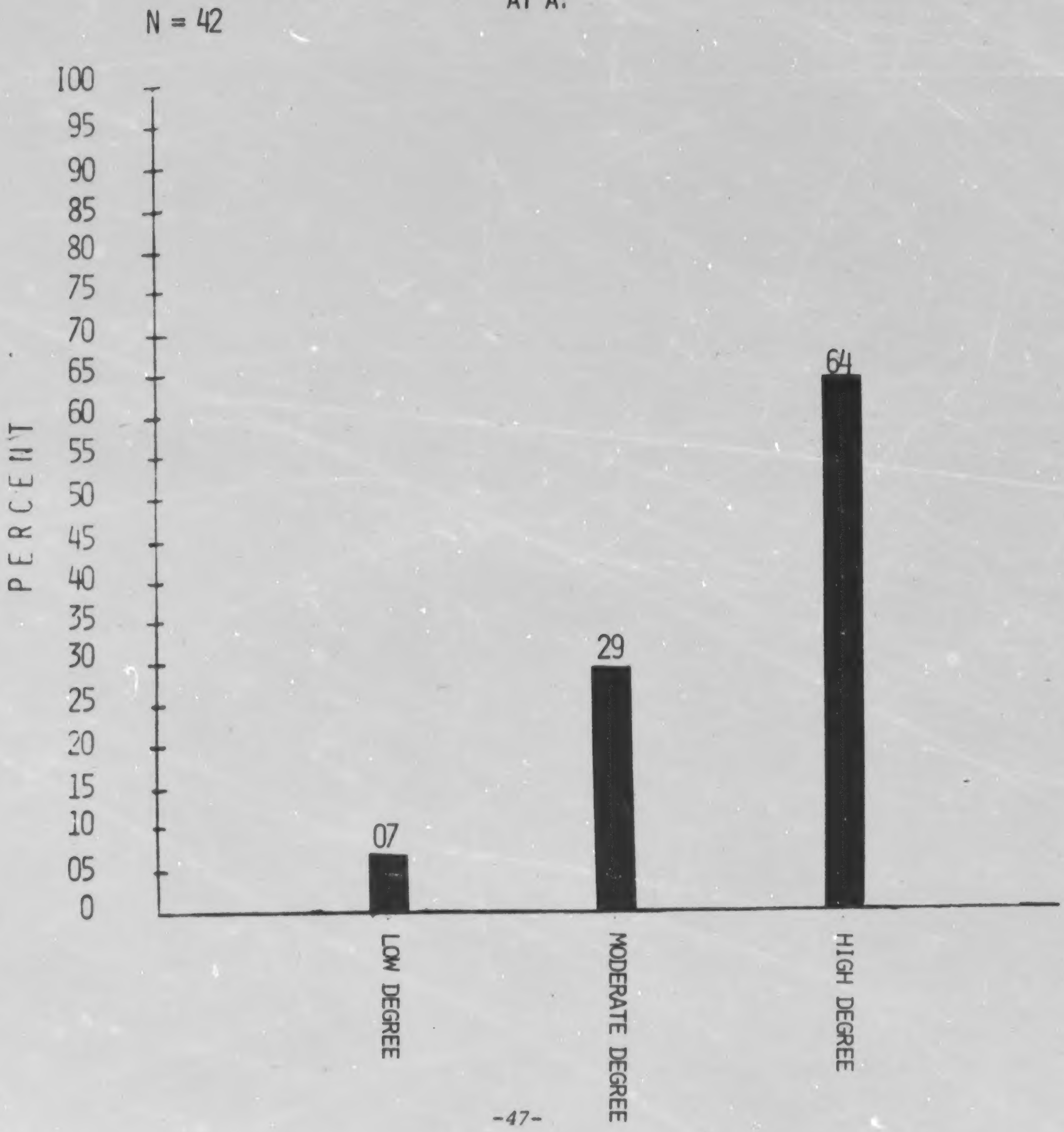

EVALUATION REPORT
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PENNSYLVANIA STATE UNIVERSITY

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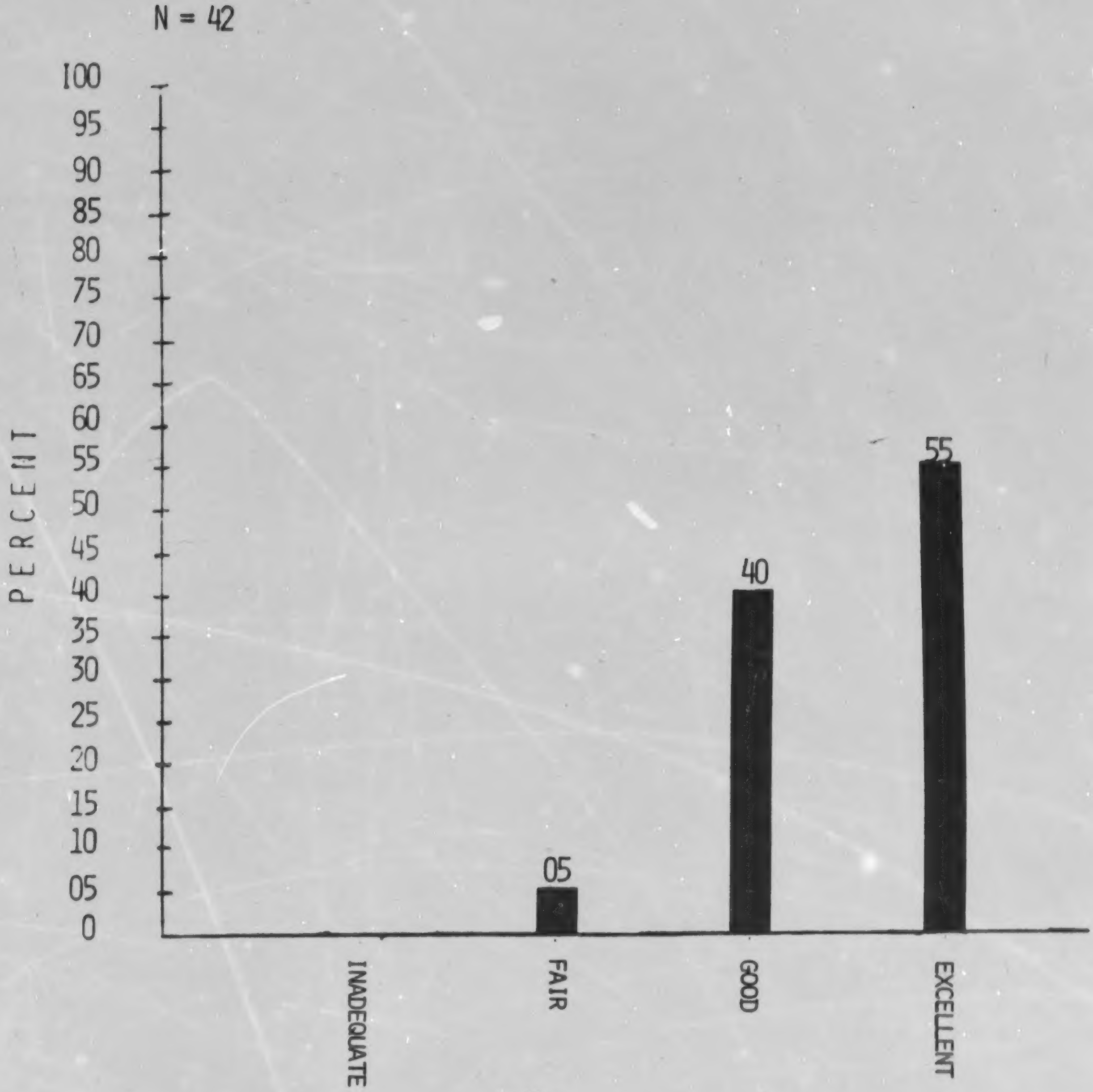

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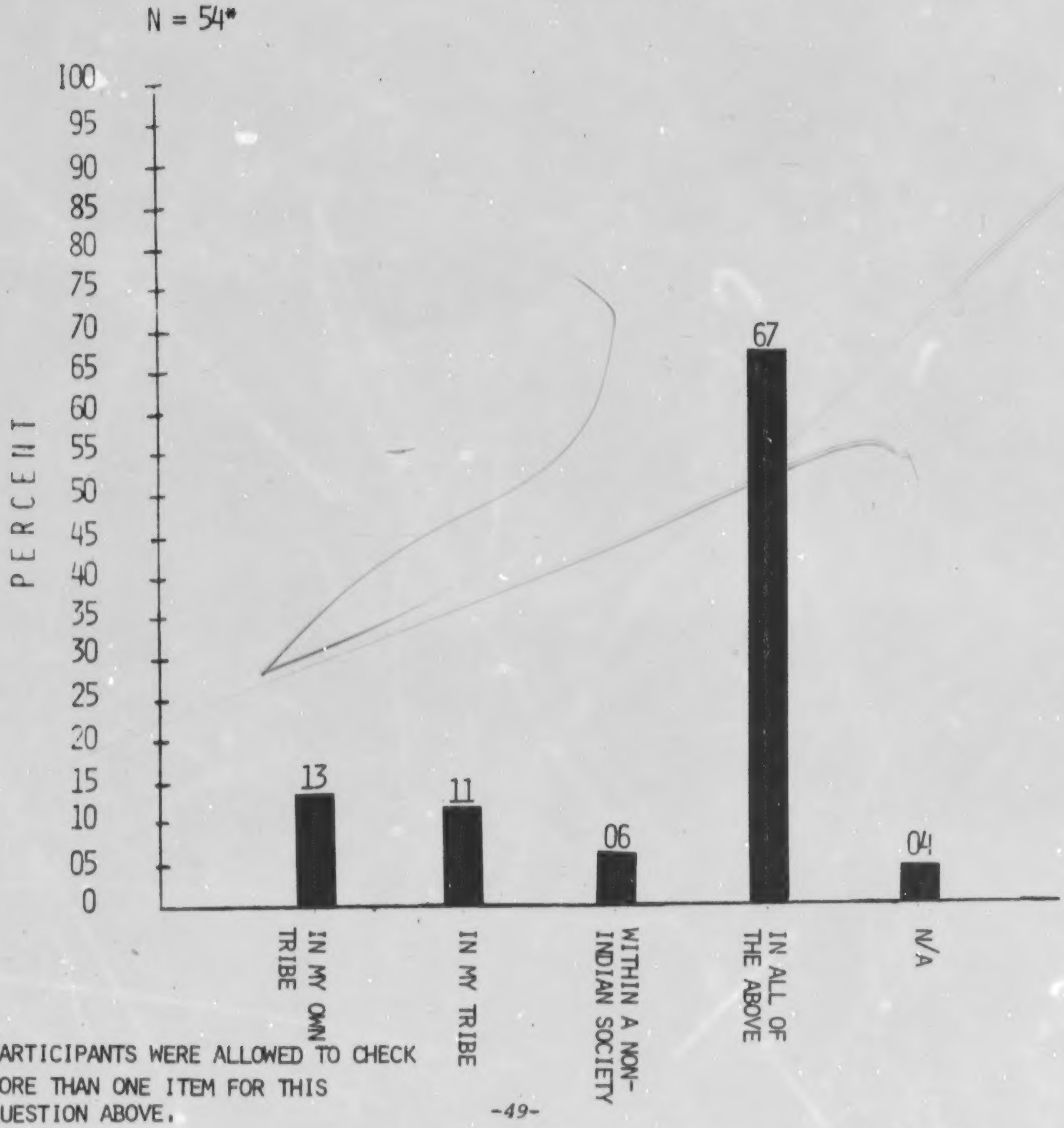

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EVALUATION REPORT
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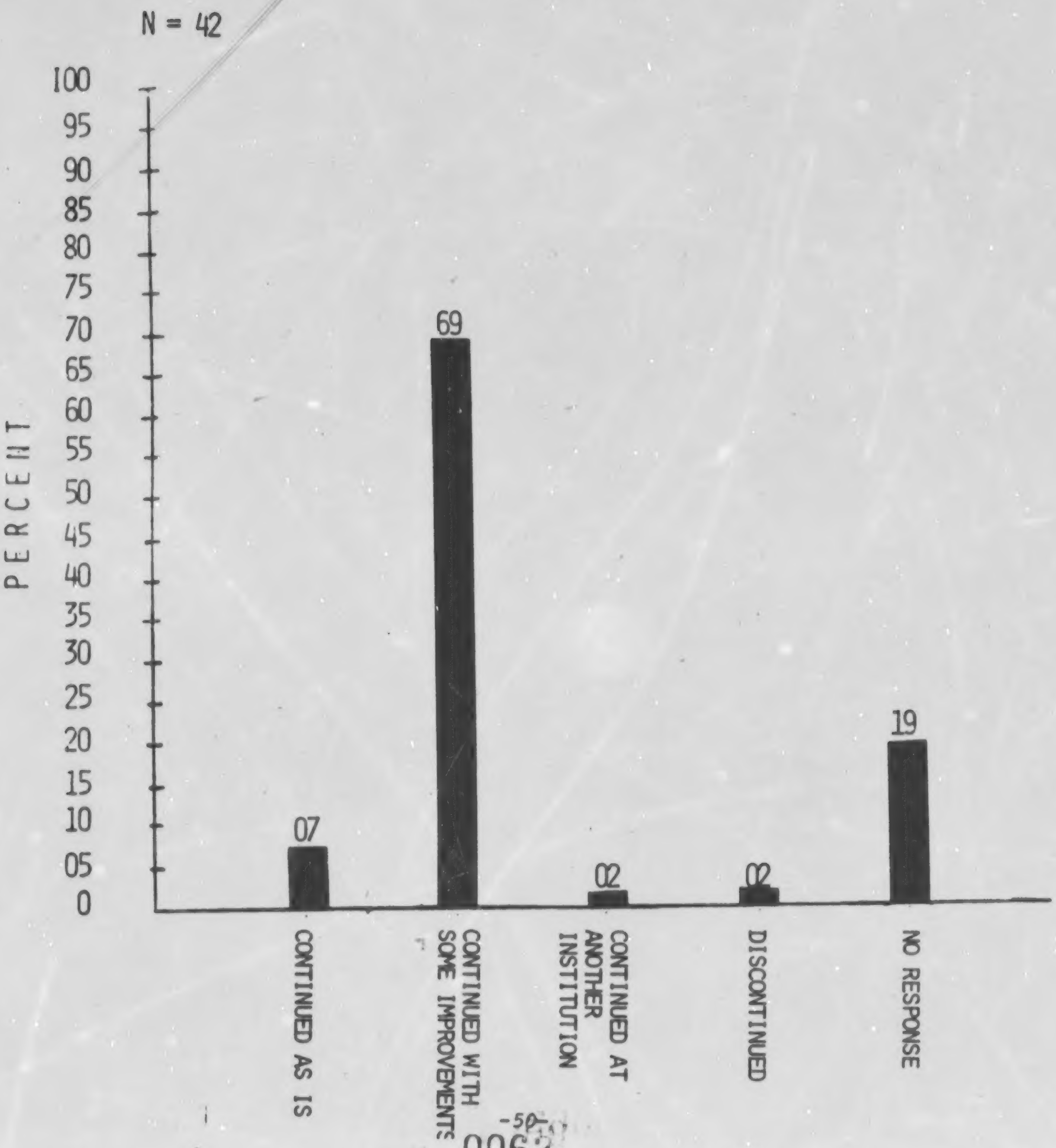
INDIAN ADMINISTRATOR PROGRAM
PENNSYLVANIA STATE UNIVERSITY

GRAPH 14: THE EDUCATION ADMINISTRATOR TRAINING PROGRAM SHOULD BE:



EVALUATION REPORT
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INDIAN ADMINISTRATOR PROGRAM
PENNSYLVANIA STATE UNIVERSITY

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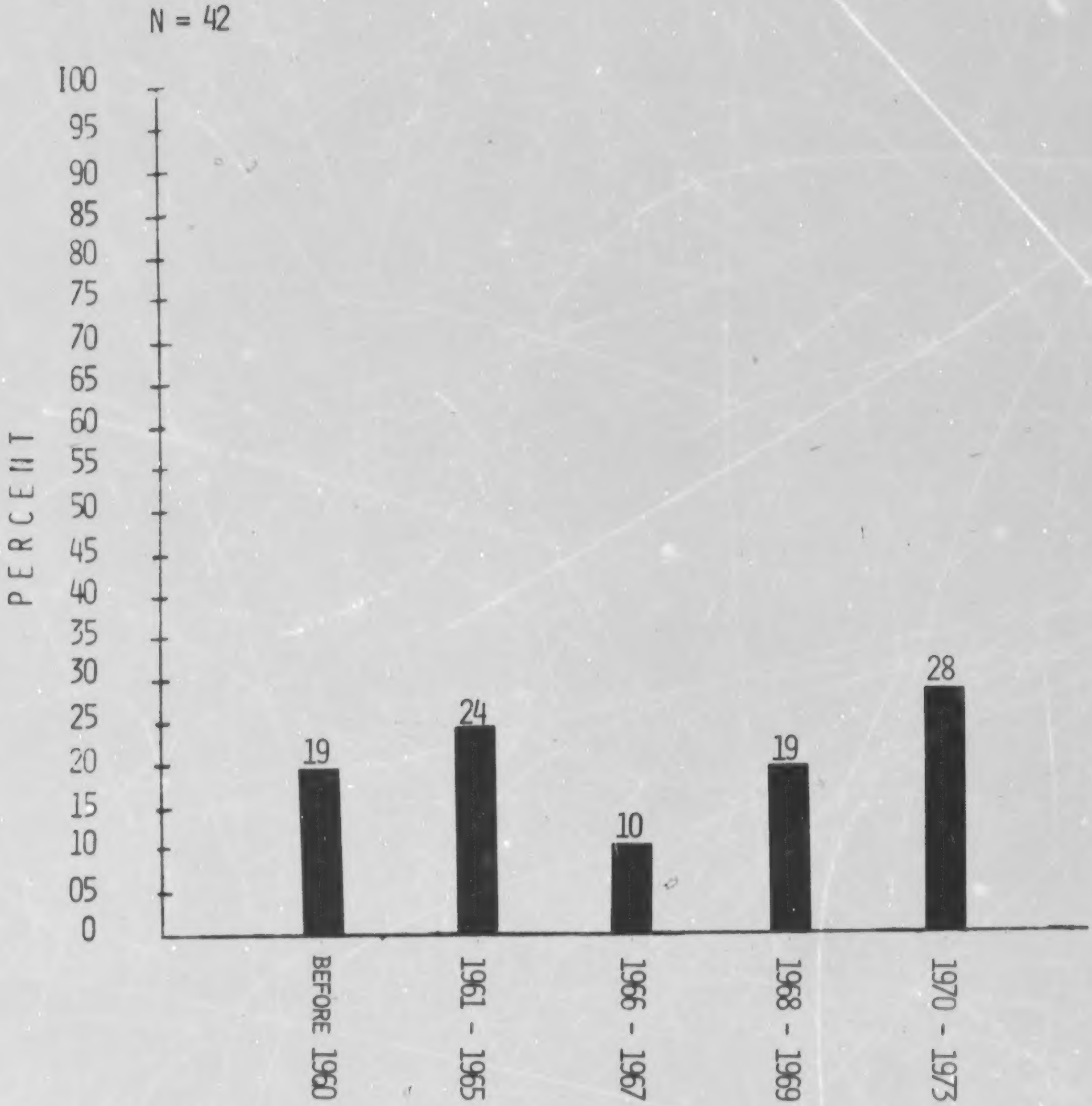
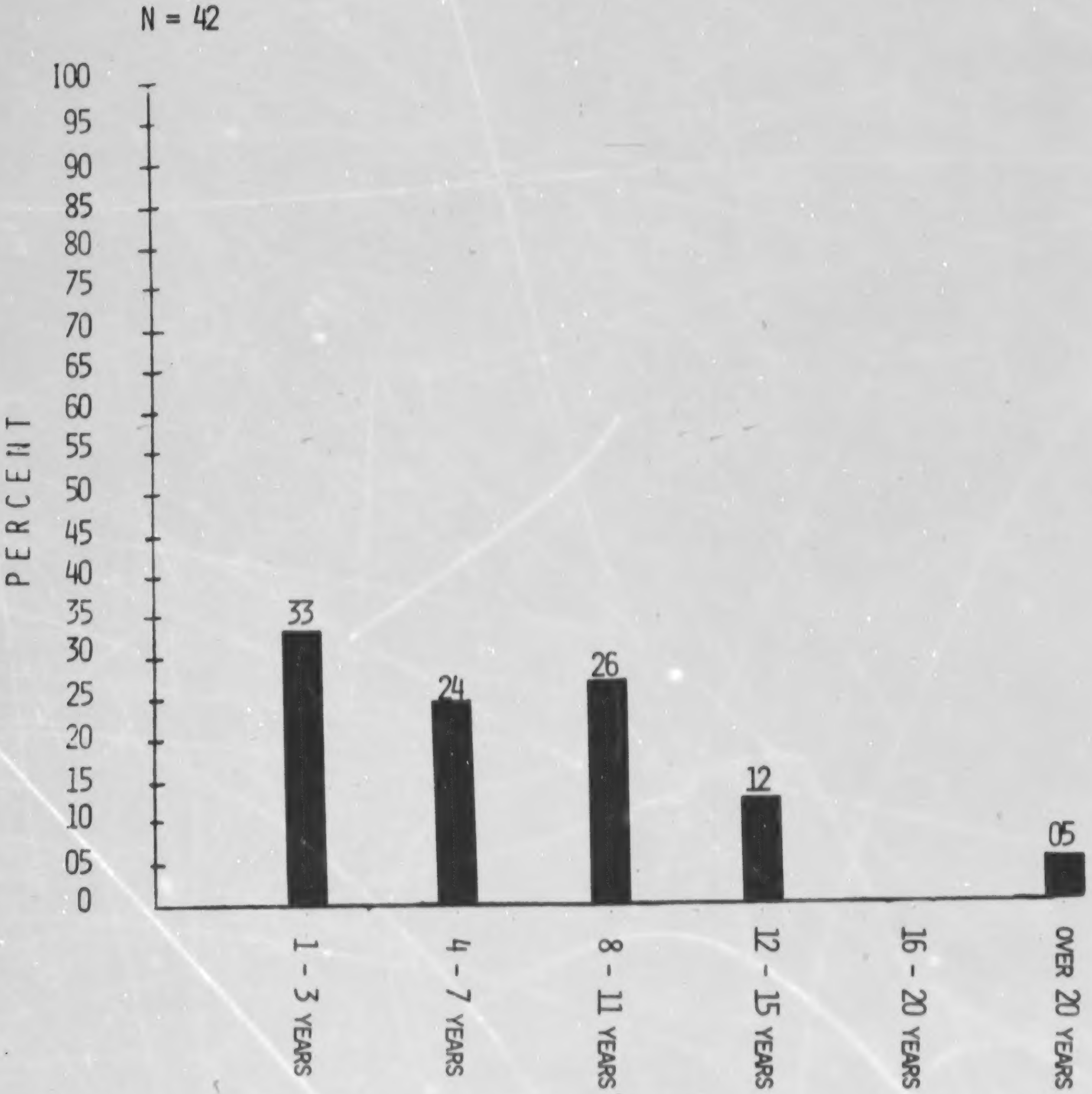


GRAPH 16: NUMBER OF YEARS WORKED IN EDUCATION



EVALUATION REPORT

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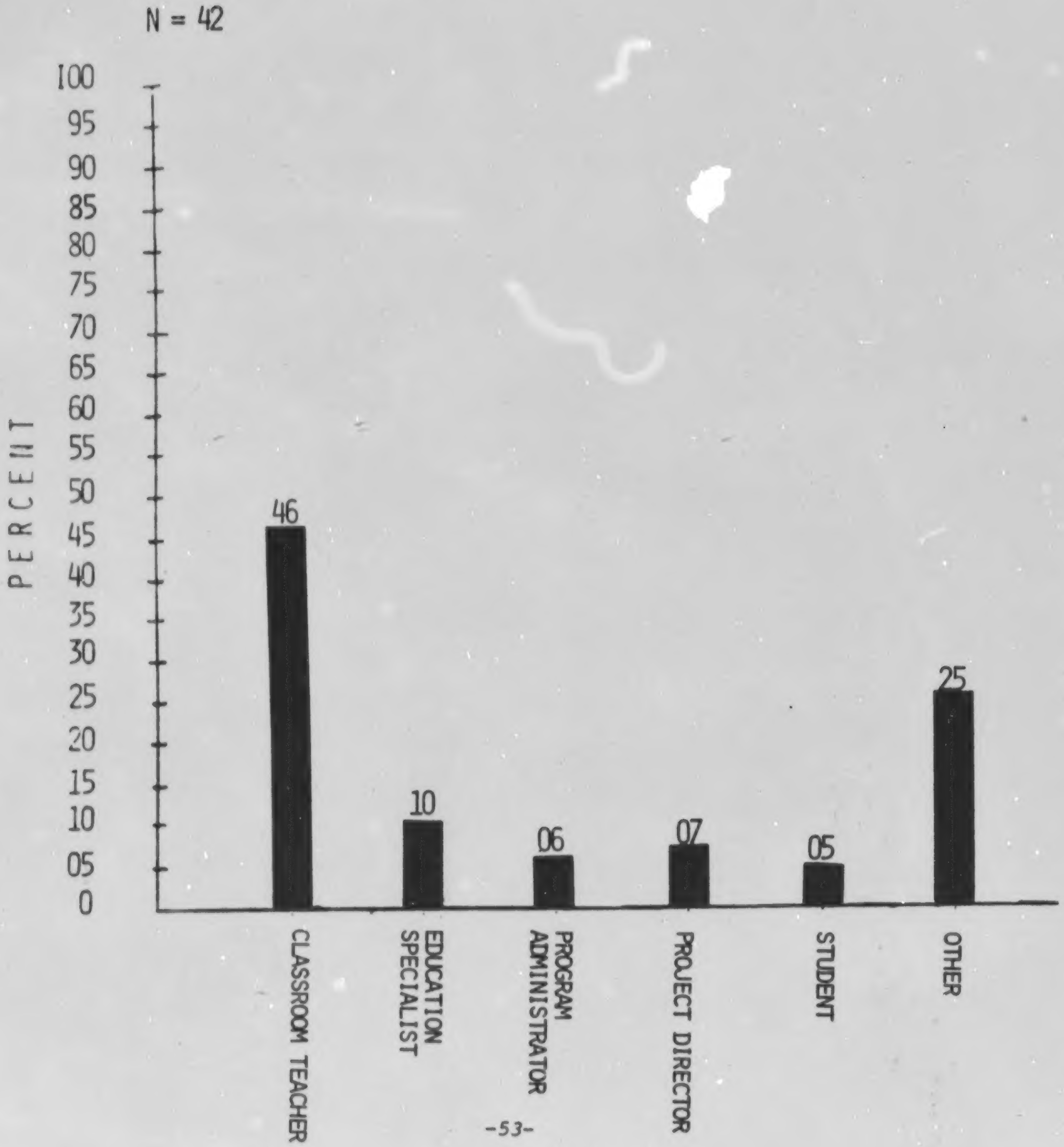
INDIAN ADMINISTRATOR PROGRAM

PENNSYLVANIA STATE UNIVERSITY

GRAPH 17: BEFORE ENTERING PROGRAM I WAS:



EVALUATION REPORT
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INDIAN ADMINISTRATOR PROGRAM
PENNSYLVANIA STATE UNIVERSITY

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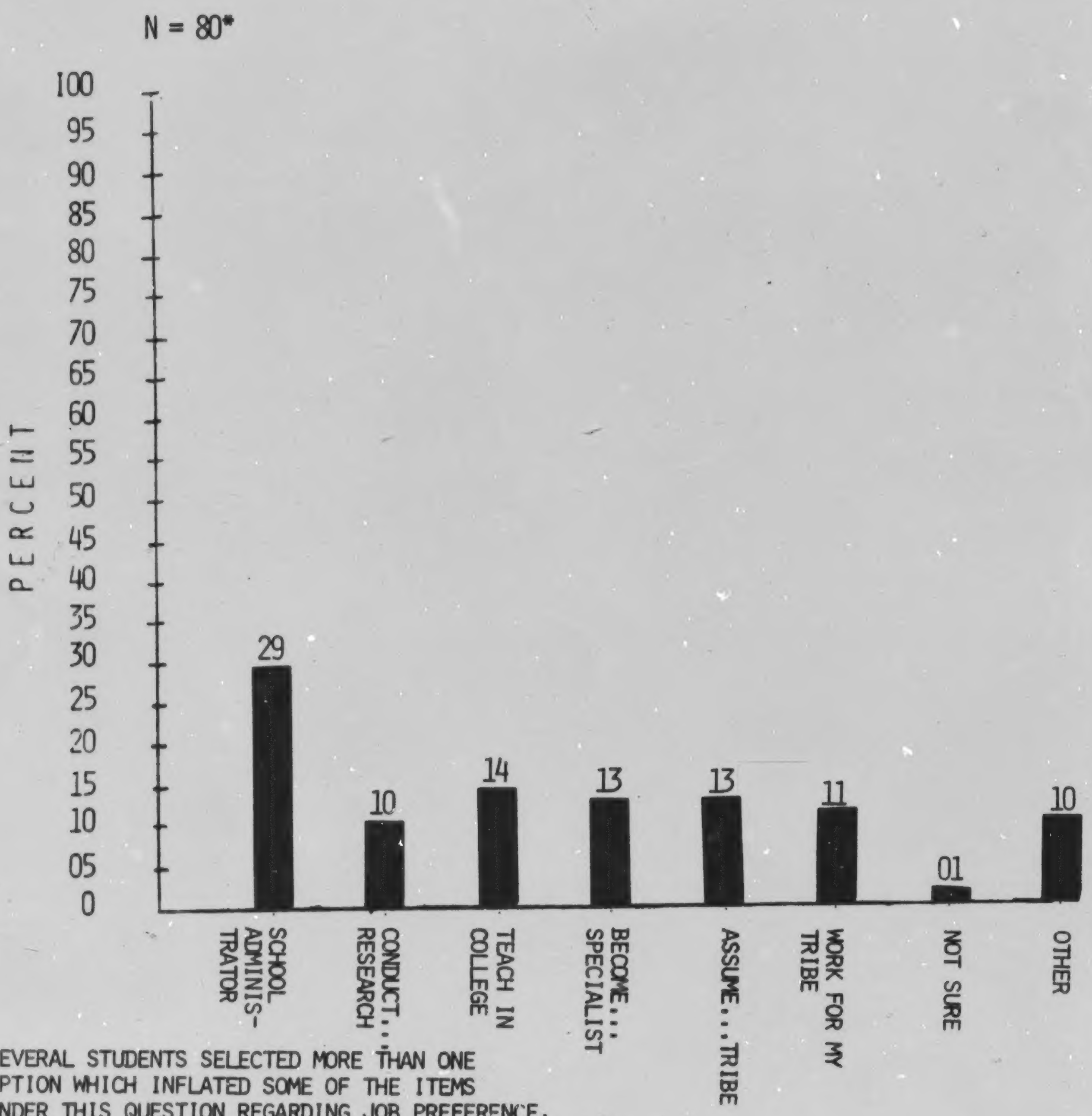

*SEVERAL STUDENTS SELECTED MORE THAN ONE OPTION WHICH INFLATED SOME OF THE ITEMS UNDER THIS QUESTION REGARDING JOB PREFERENCE.

EVALUATION REPORT

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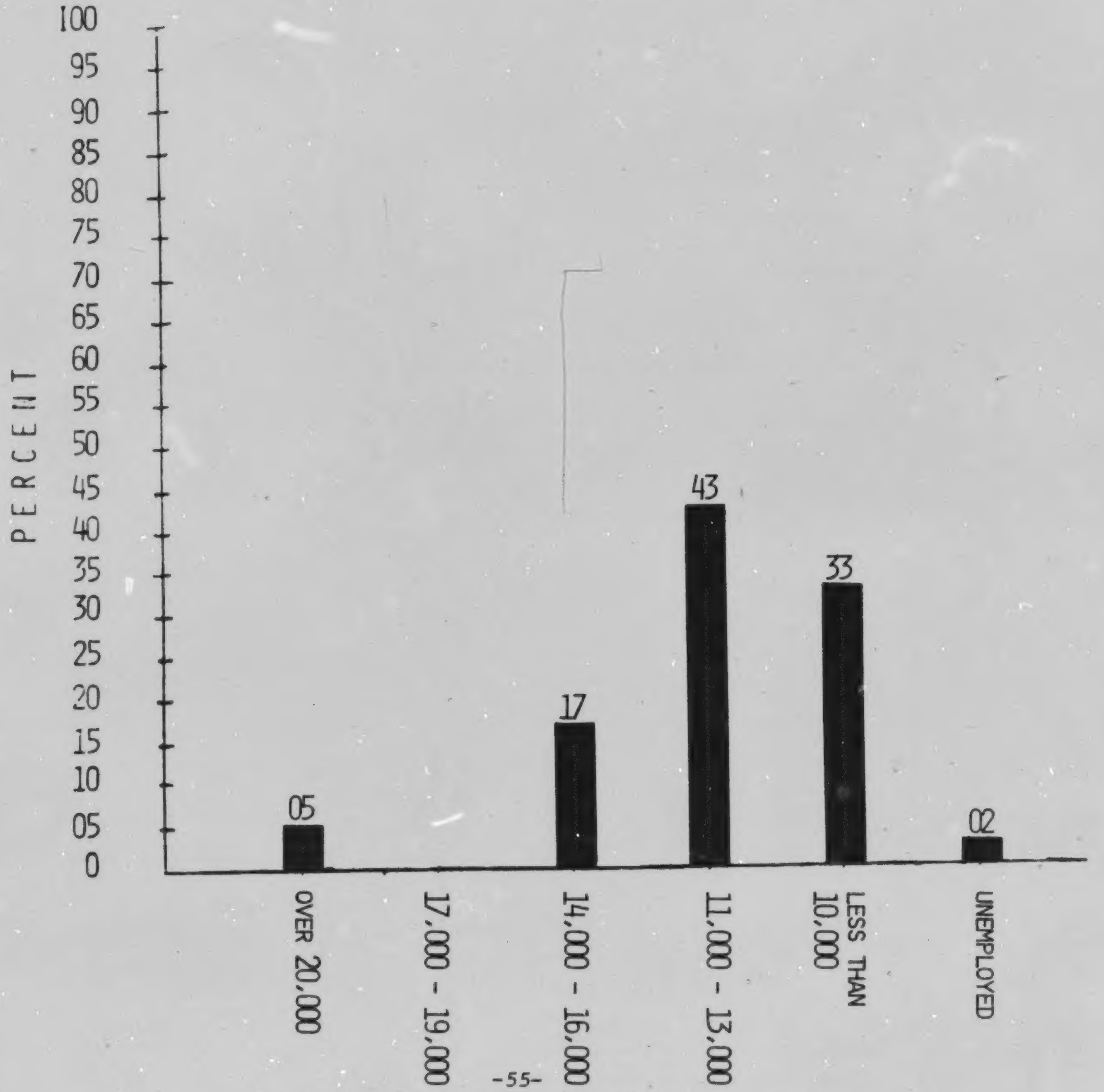
INDIAN ADMINISTRATOR PROGRAM

PENNSYLVANIA STATE UNIVERSITY

GRAPH 19: BEFORE ENTERING PROGRAM
SALARY EARNINGS

N = 42



EVALUATION REPORT

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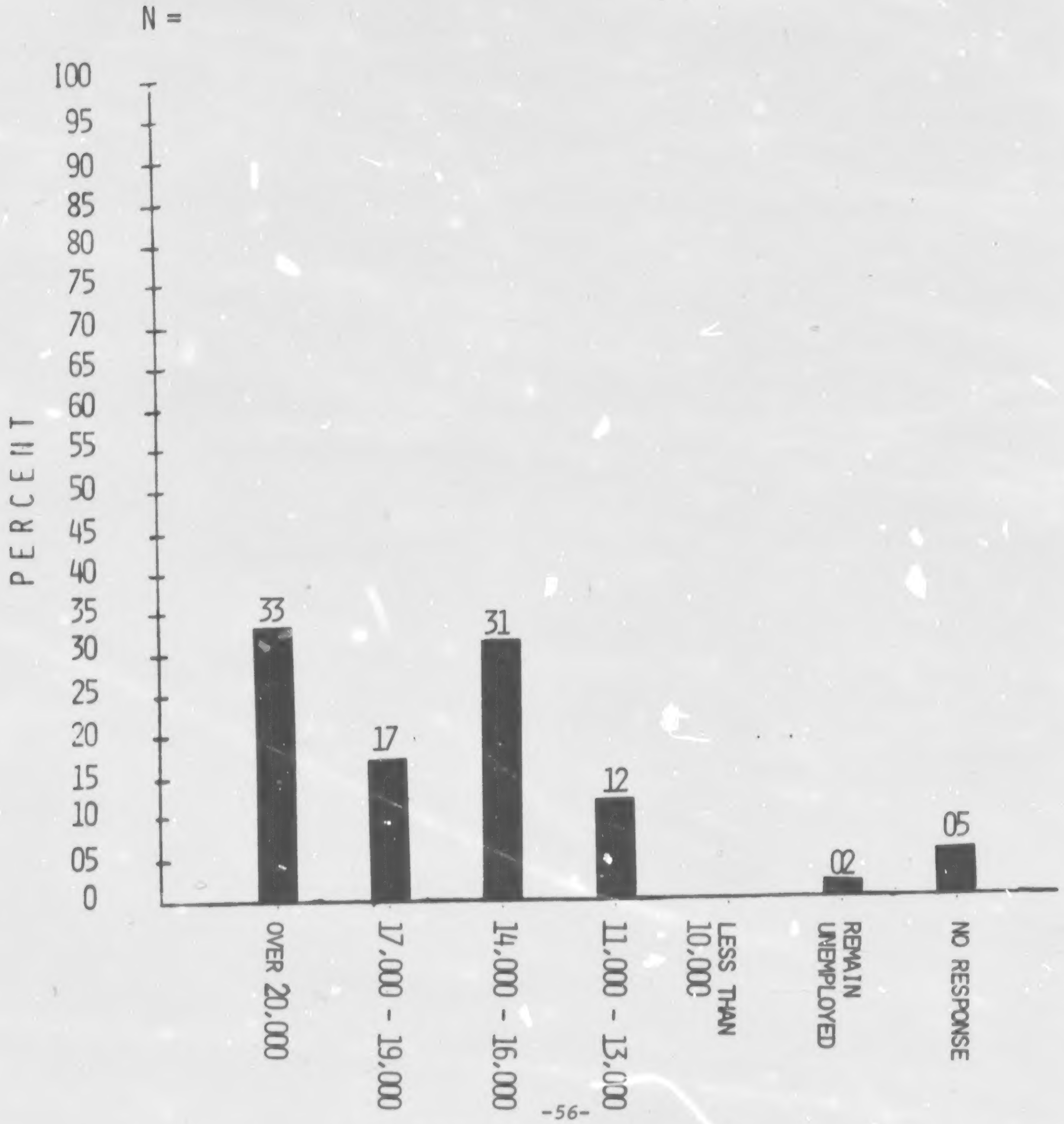
INDIAN ADMINISTRATOR PROGRAM

PENNSYLVANIA STATE UNIVERSITY

GRAPH 20: AFTER COMPLETION OF PROGRAM SALARY EARNINGS



EVALUATION REPORT
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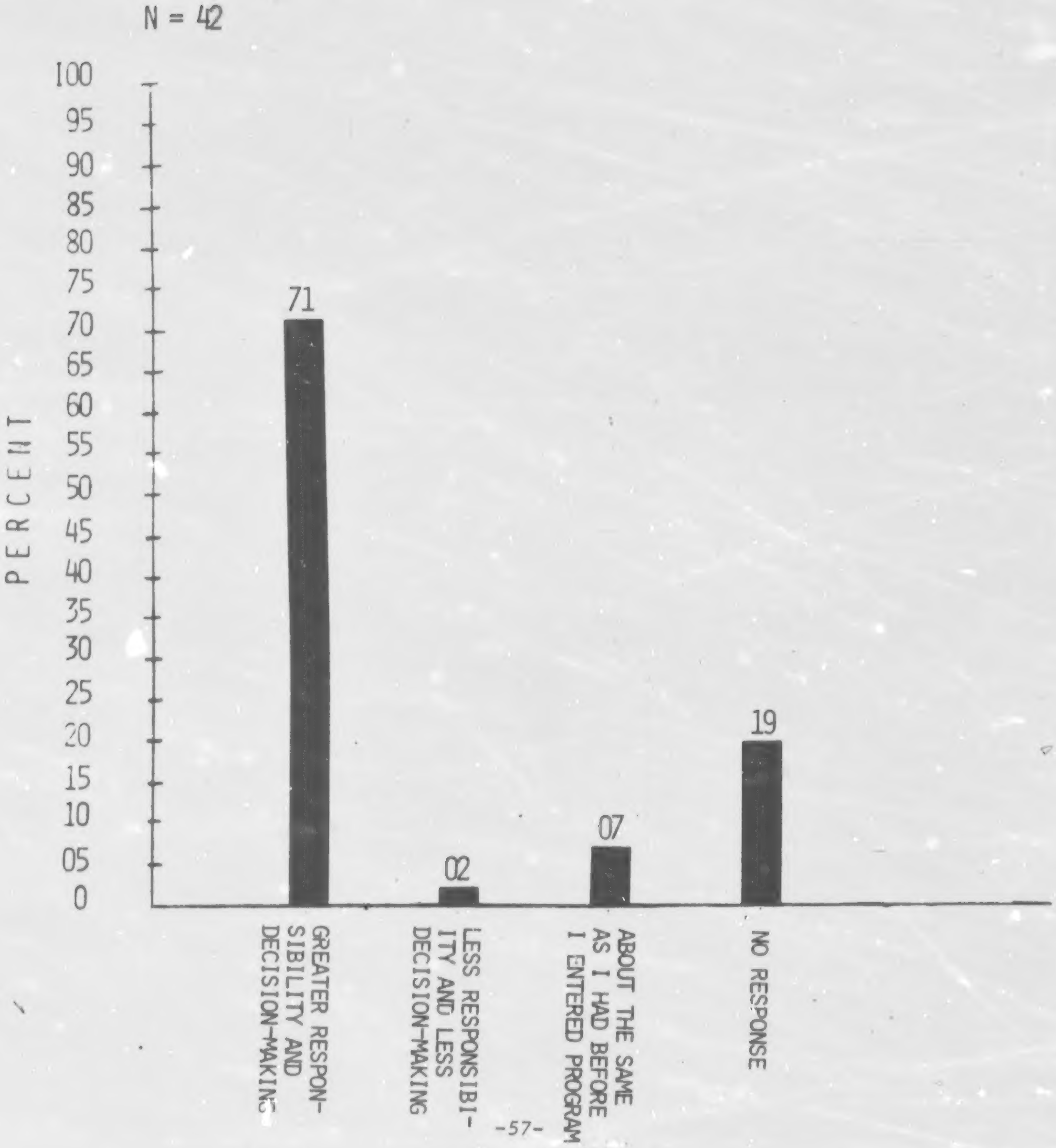
INDIAN ADMINISTRATOR PROGRAM
PENNSYLVANIA STATE UNIVERSITY

GRAPH 21: POSITION I NOW HOLD HAS:



EVALUATION REPORT
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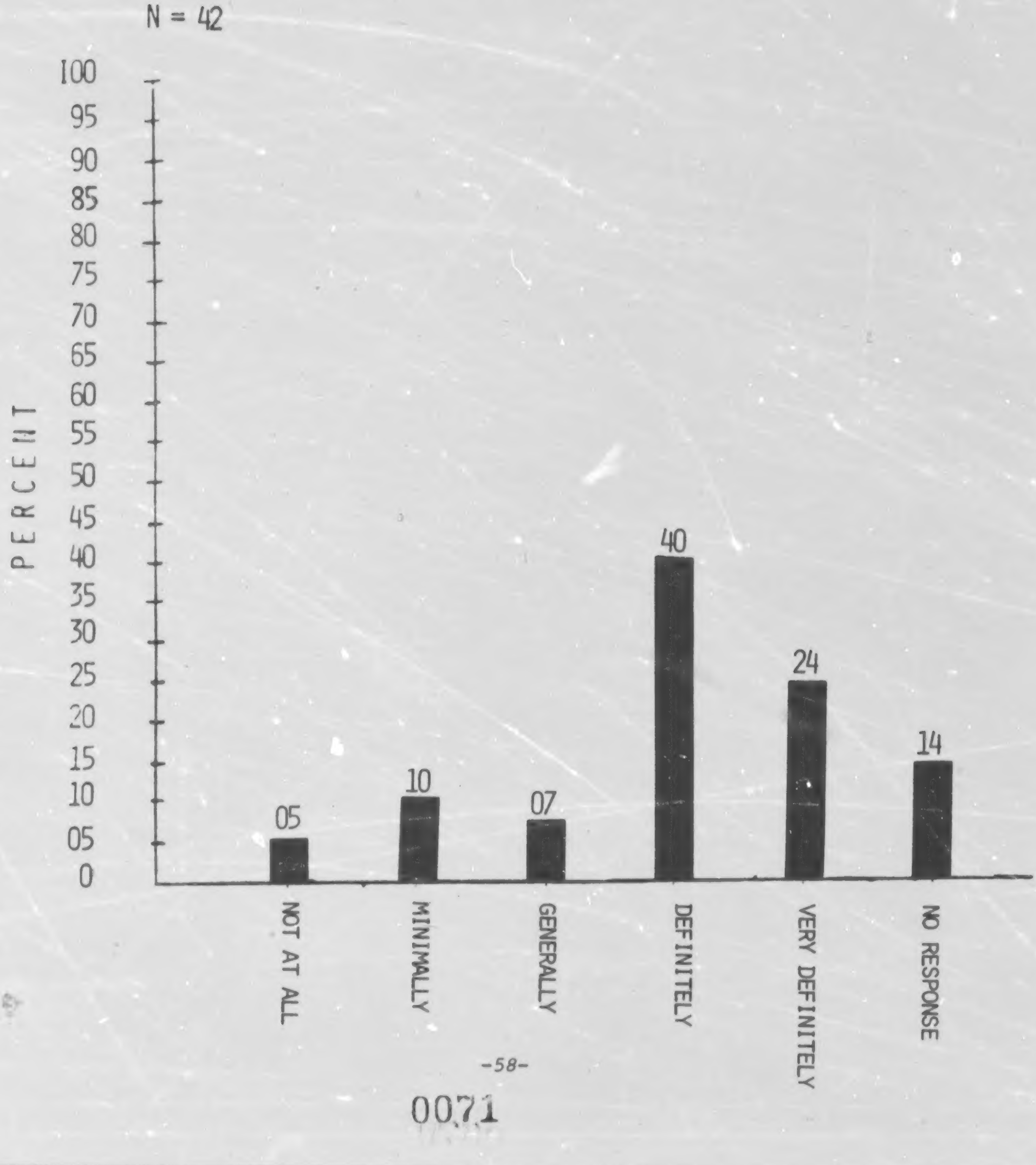
PENNSYLVANIA STATE UNIVERSITY

GRAPH 22: TO WHAT DEGREE WERE YOUR EXPECTATIONS FROM THE PROGRAM MET?



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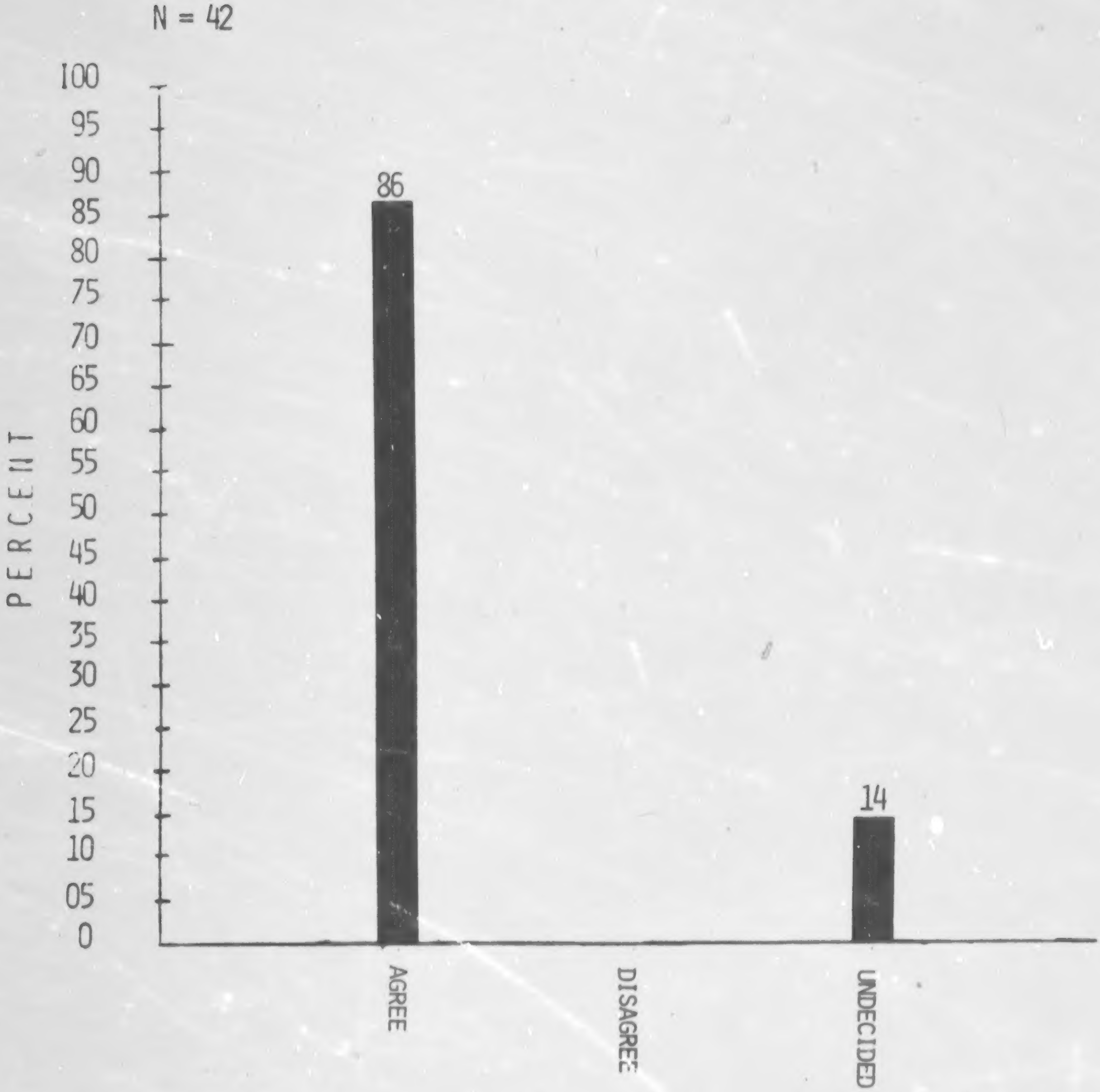

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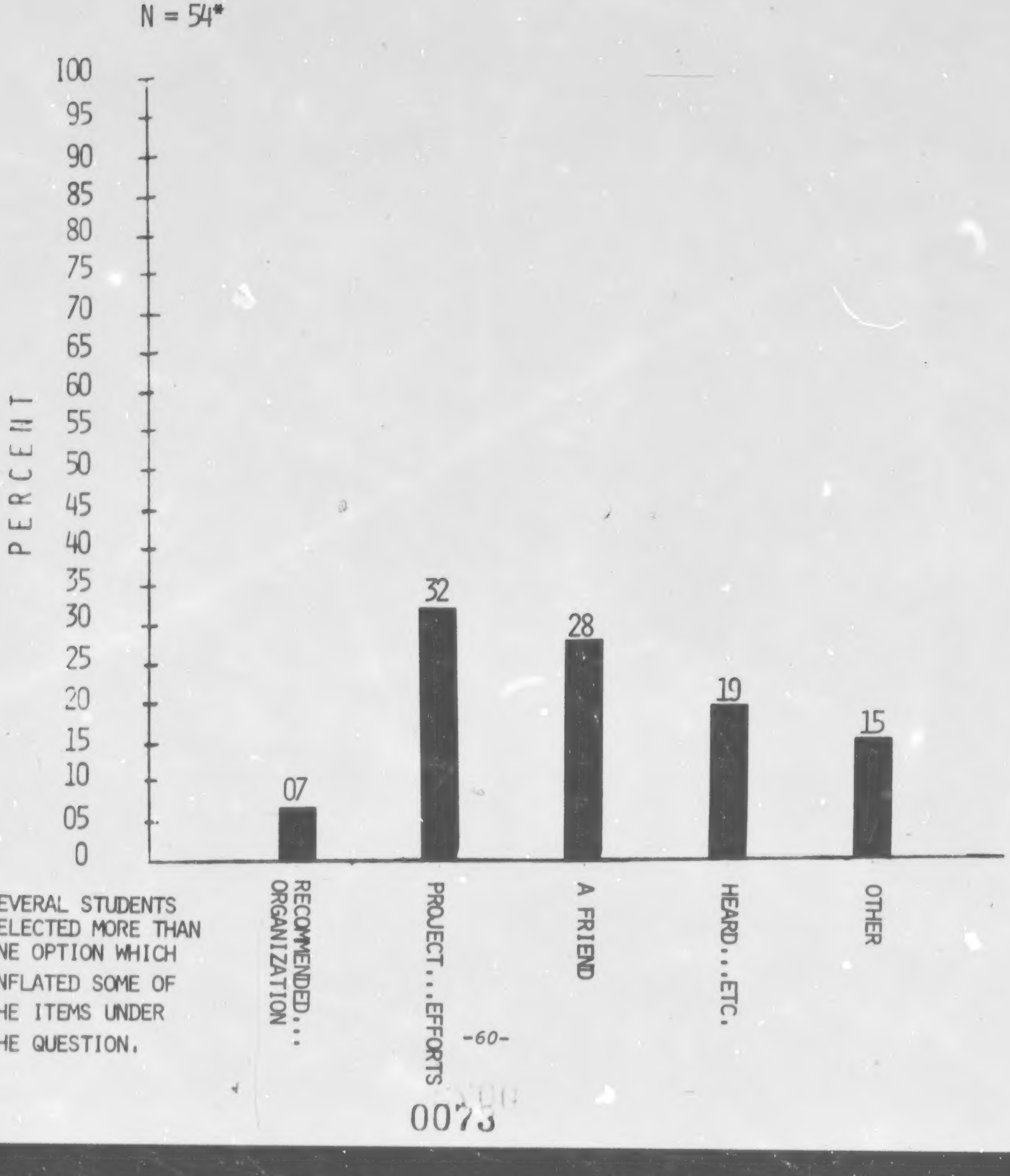
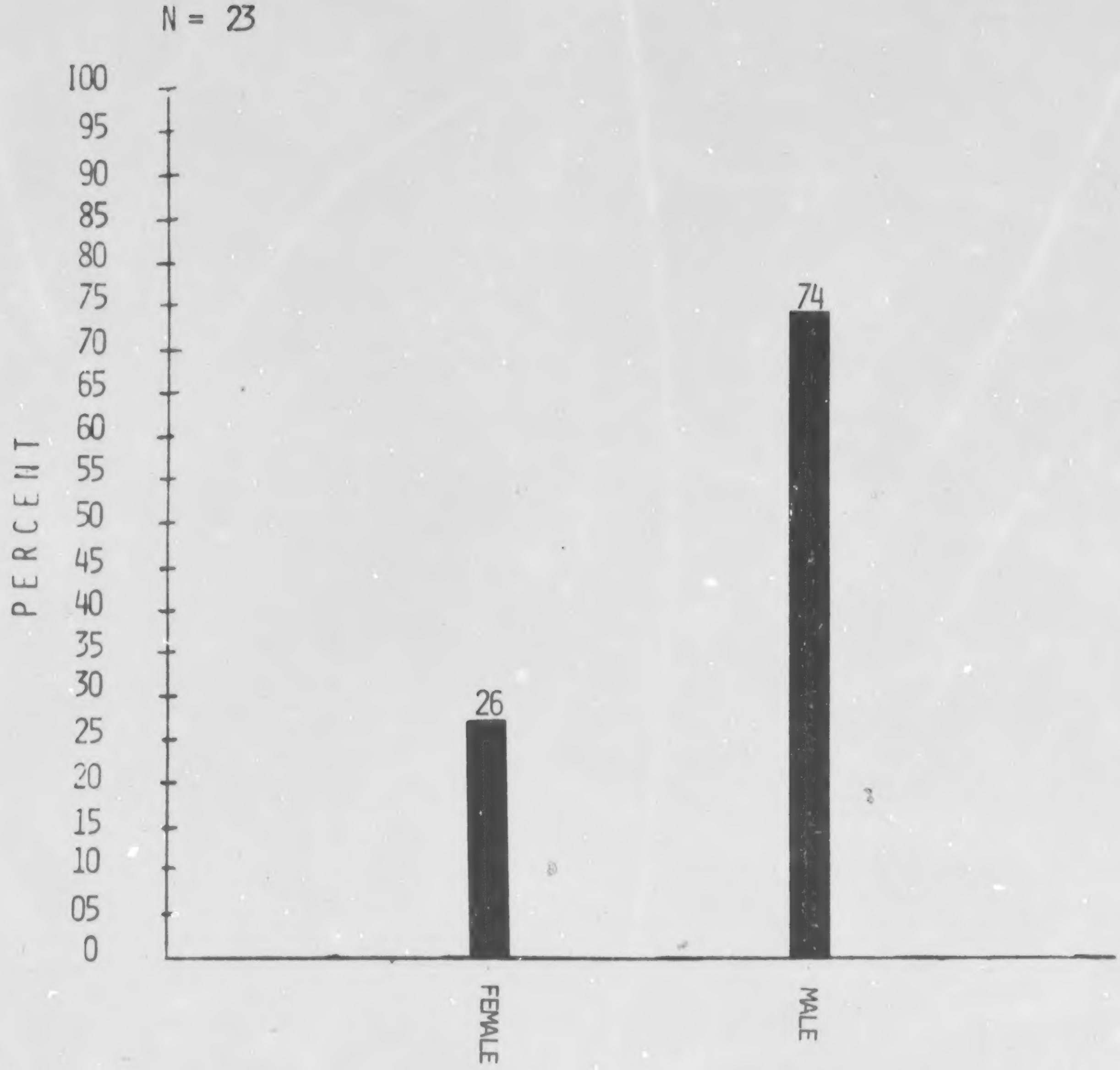


*SEVERAL STUDENTS SELECTED MORE THAN ONE OPTION WHICH INFLATED SOME OF THE ITEMS UNDER THE QUESTION.

UNIVERSITY OF MINNESOTA

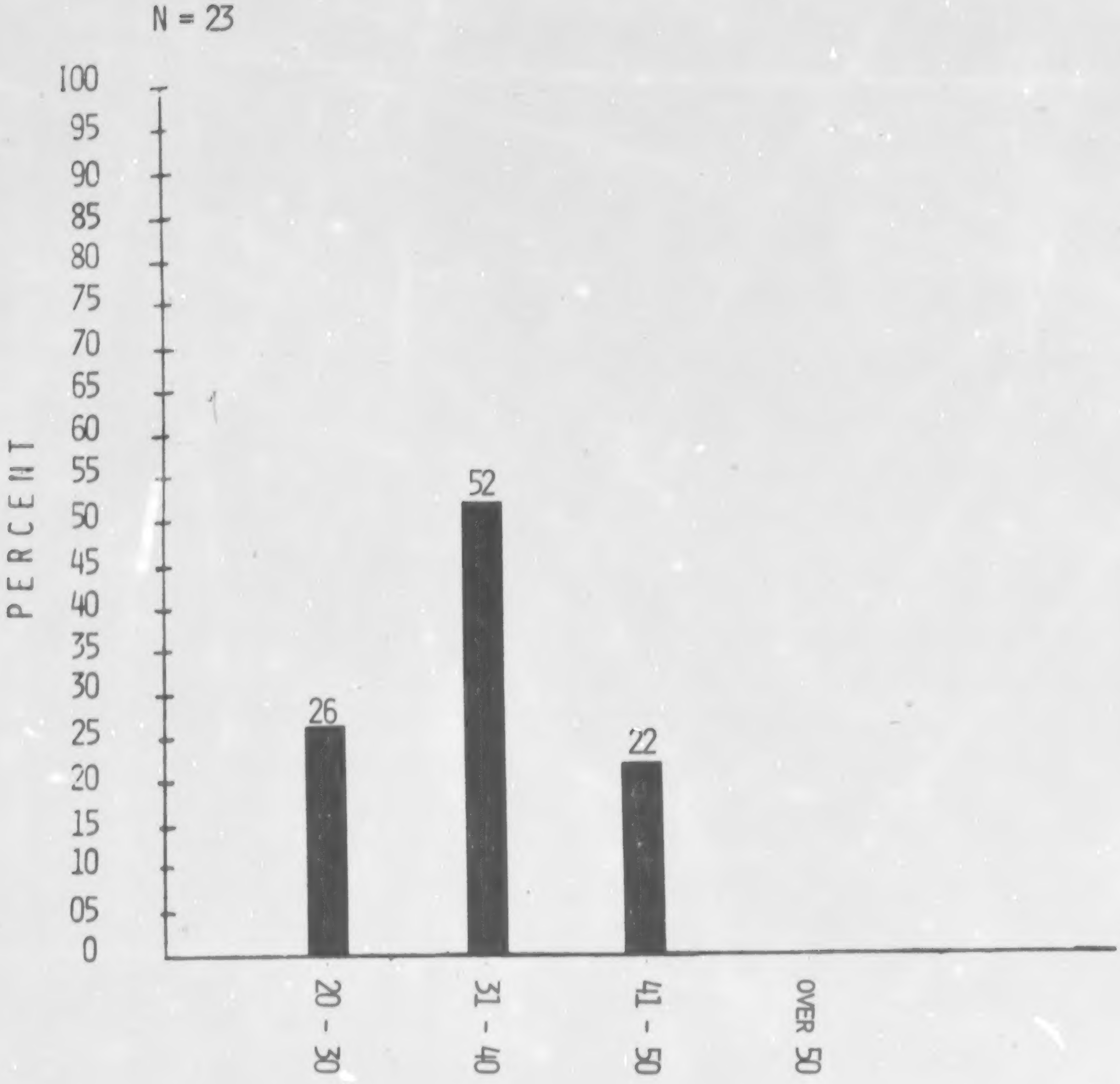
EVALUATION REPORT
OF
INDIAN ADMINISTRATOR PROGRAM
UNIVERSITY OF MINNESOTA

GRAPH 1: SEX



EVALUATION REPORT
OF
INDIAN ADMINISTRATOR PROGRAM
UNIVERSITY OF MINNESOTA

GRAPH 2: AGE GROUP



EVALUATION REPORT
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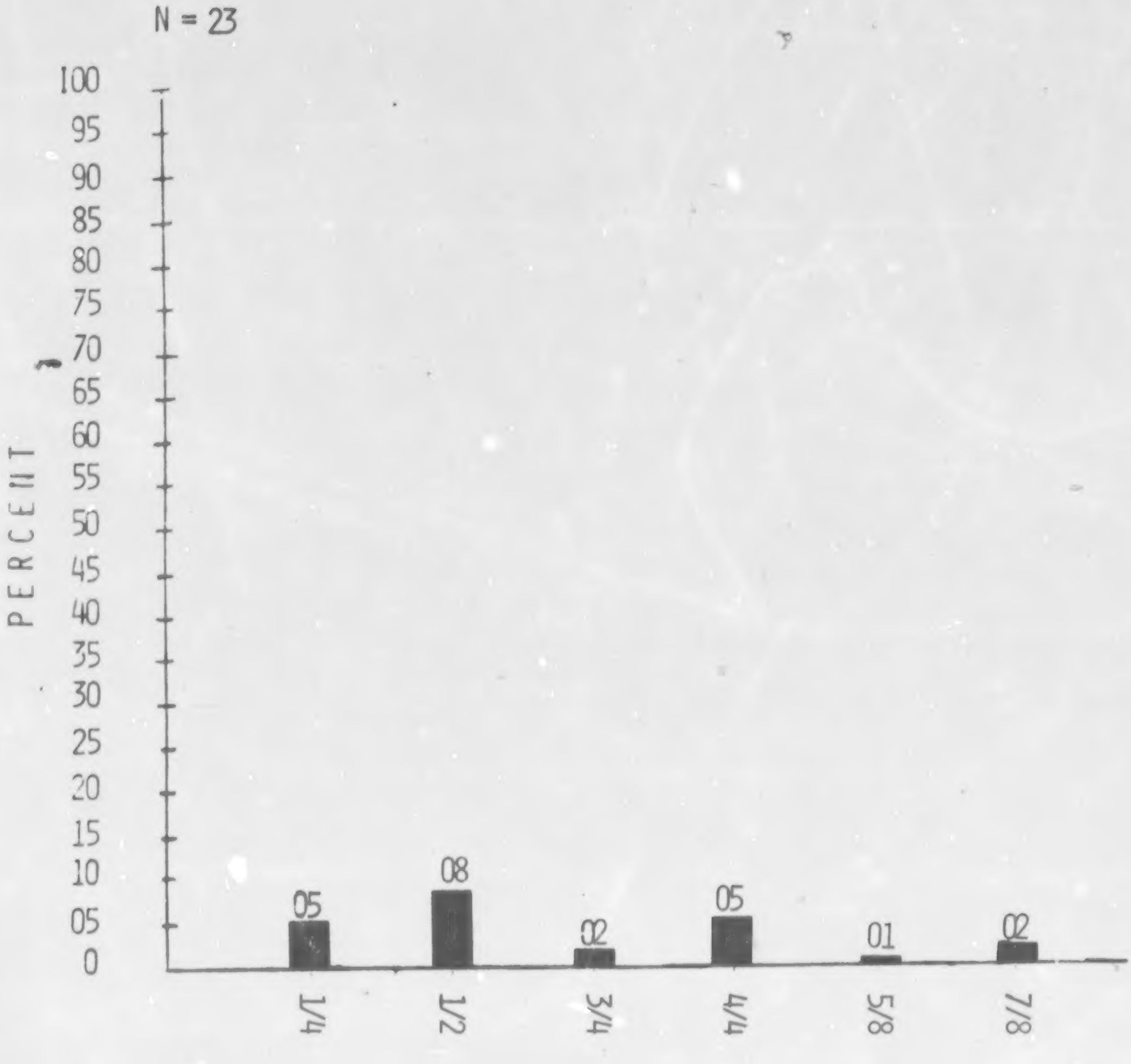
INDIAN ADMINISTRATOR PROGRAM
UNIVERSITY OF MINNESOTA

GRAPH 3: BLOOD QUANTUM



EVALUATION REPORT
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INDIAN ADMINISTRATOR PROGRAM
UNIVERSITY OF MINNESOTA

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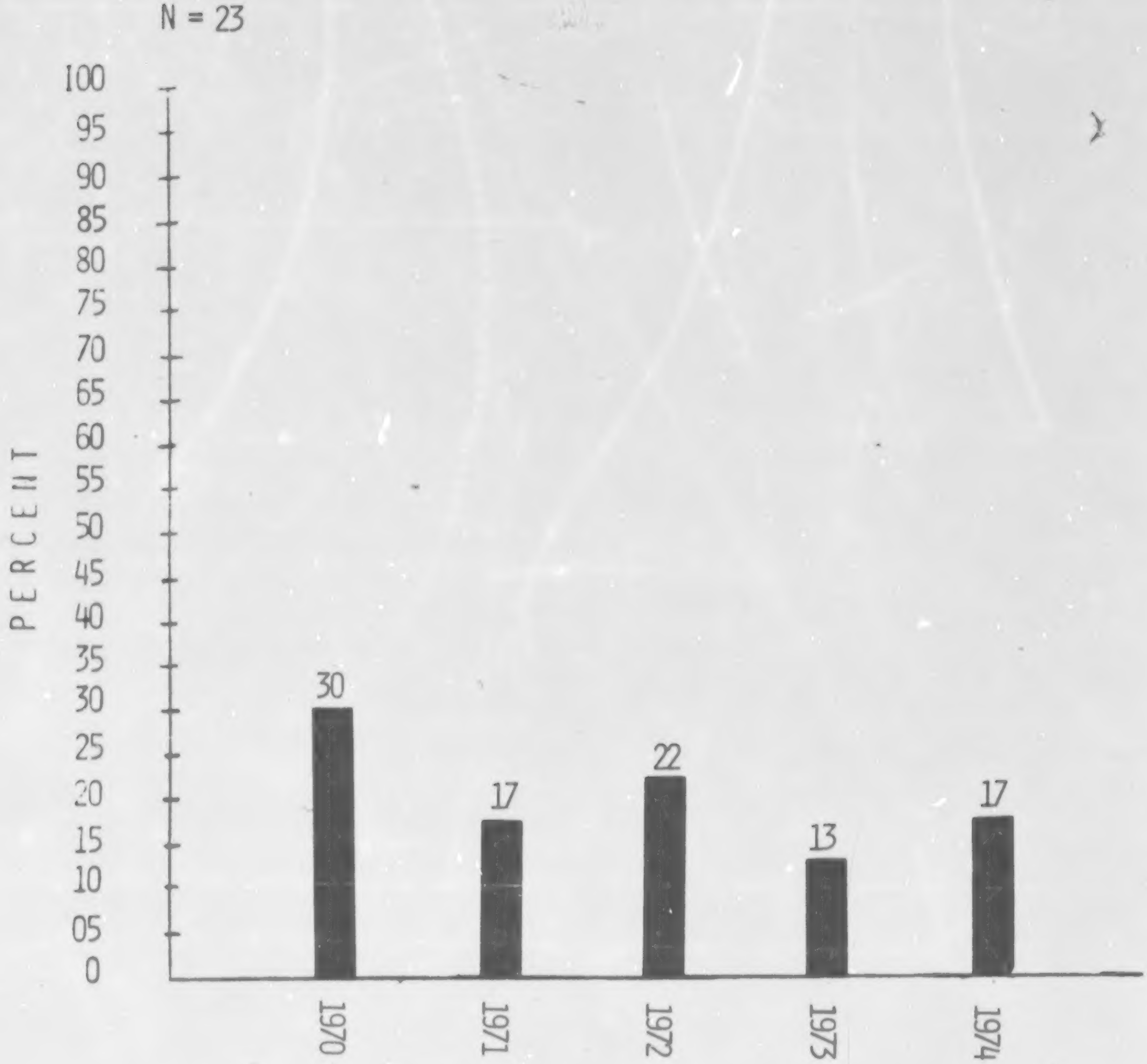

EVALUATION REPORT
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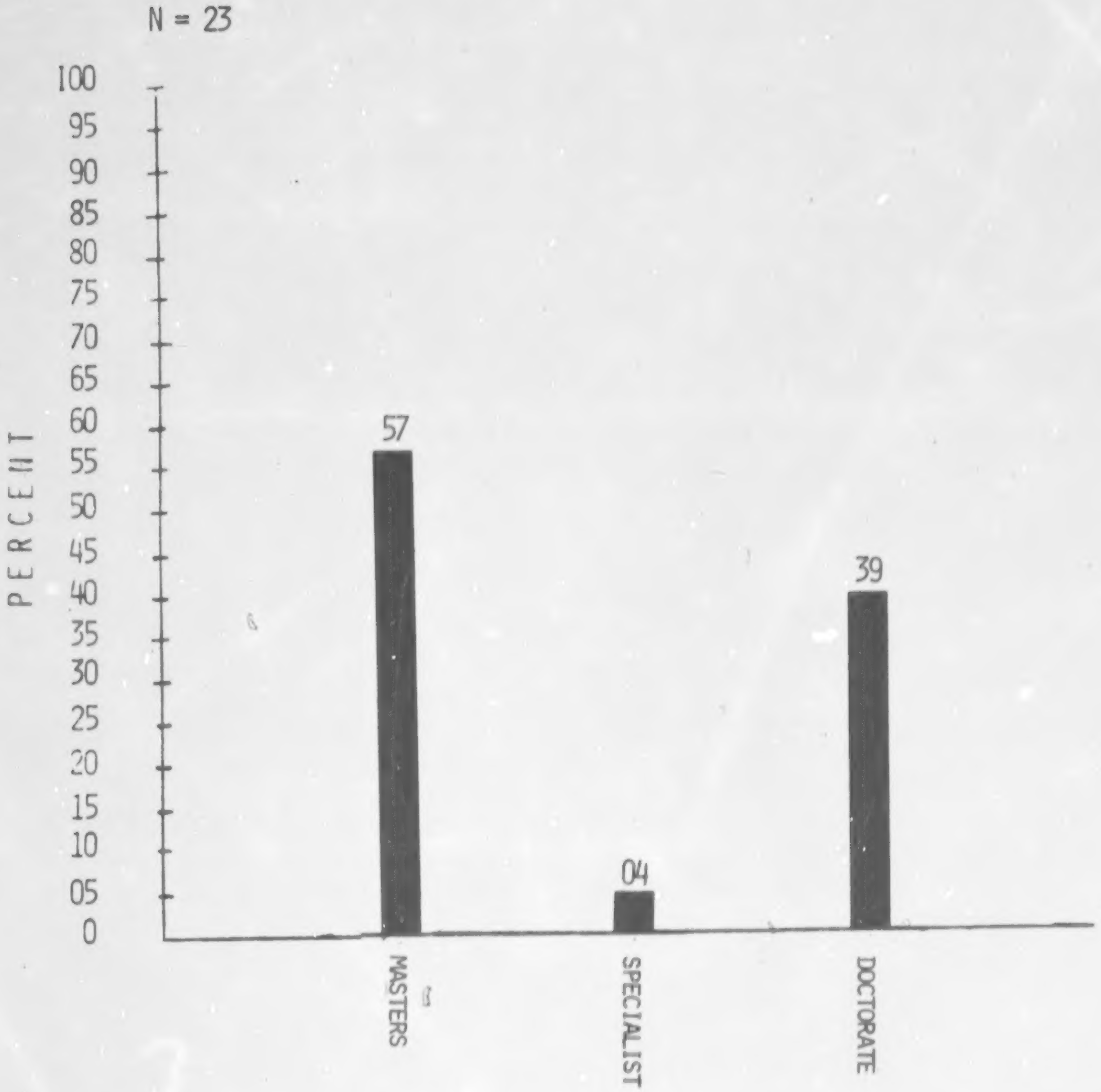
INDIAN ADMINISTRATOR PROGRAM
UNIVERSITY OF MINNESOTA

GRAPH 5: LEVEL ENTERED PROGRAM



EVALUATION REPORT
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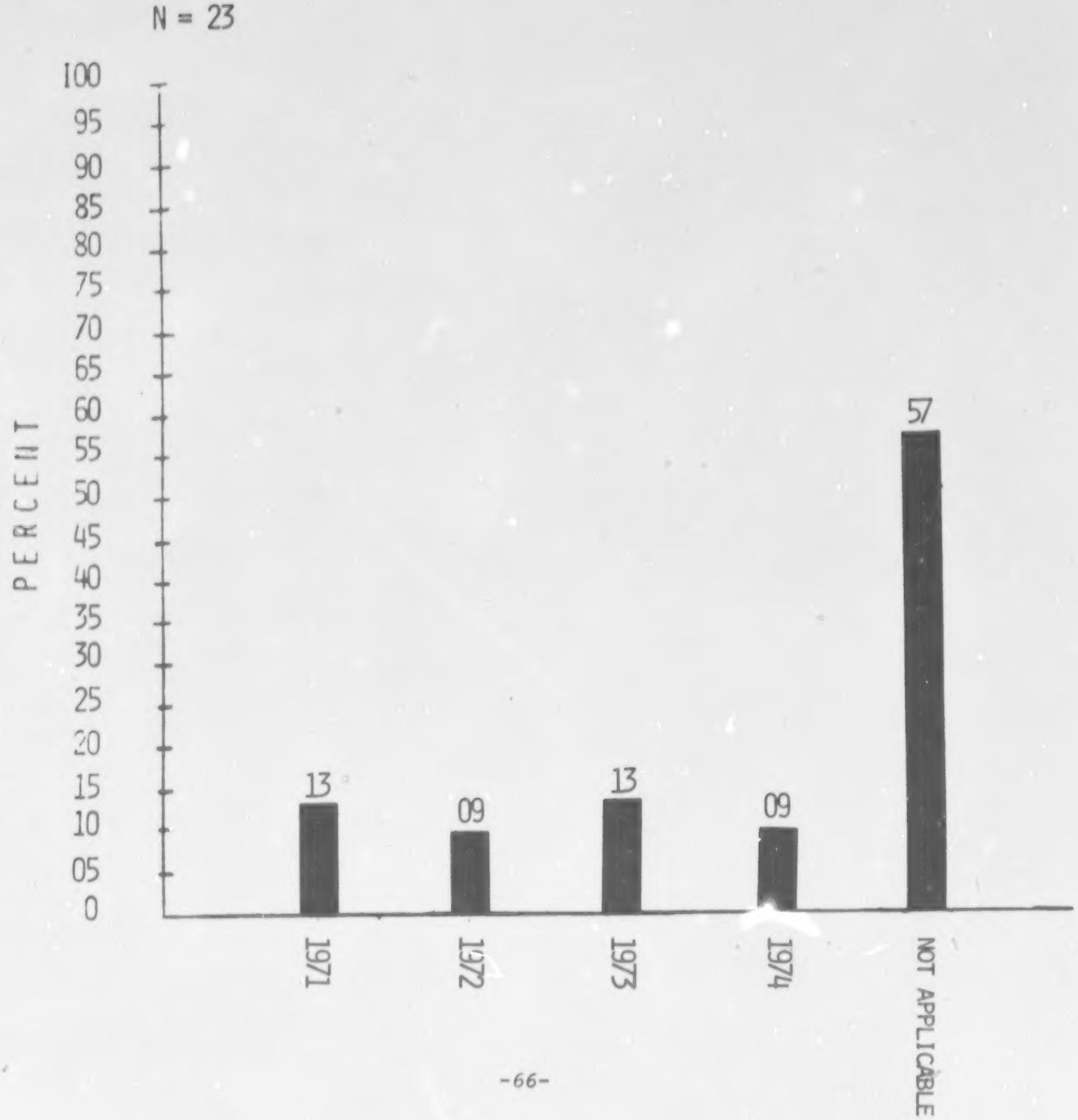
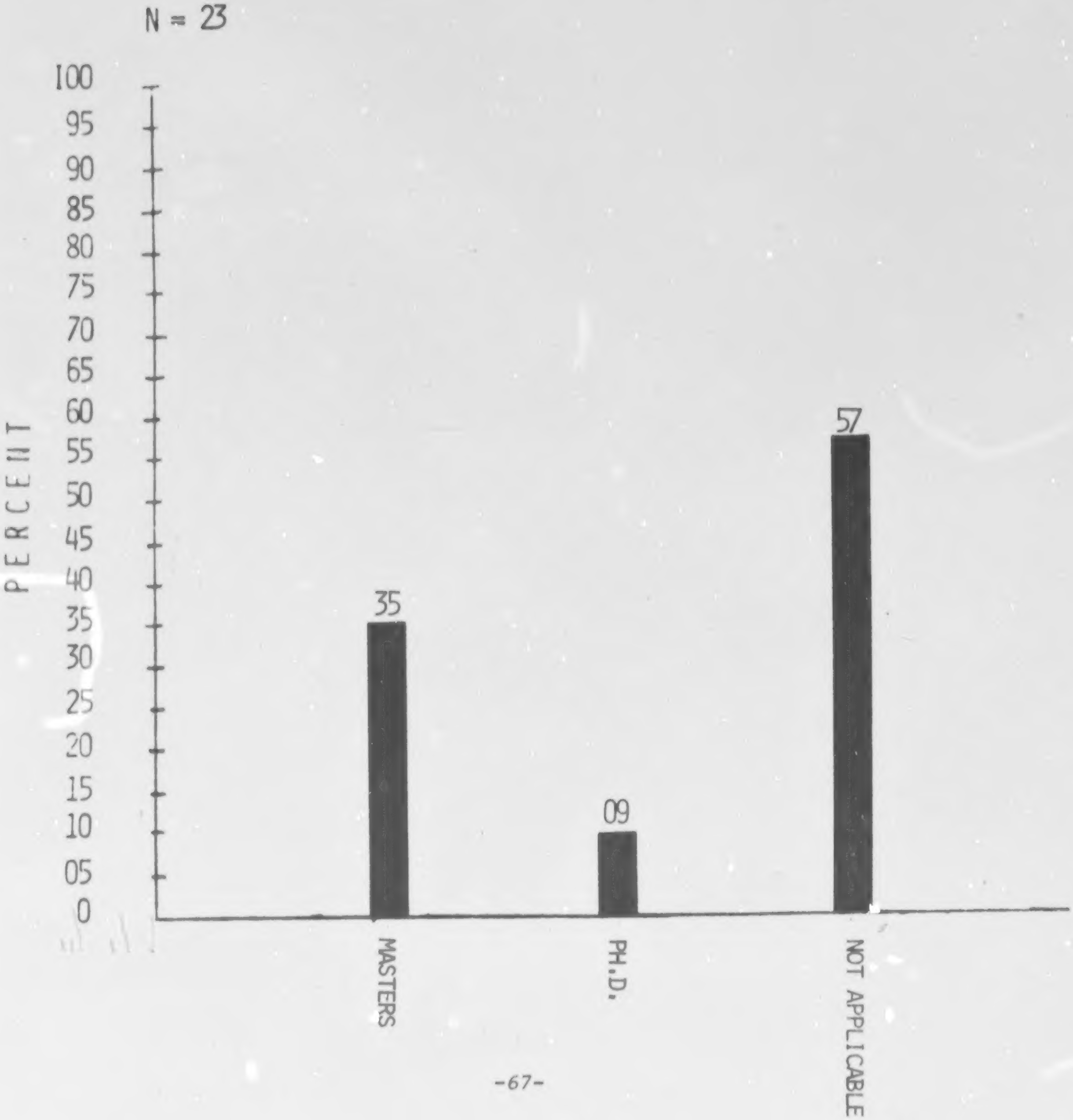
UNIVERSITY OF MINNESOTA

GRAPH 6: YEAR COMPLETED PROGRAM

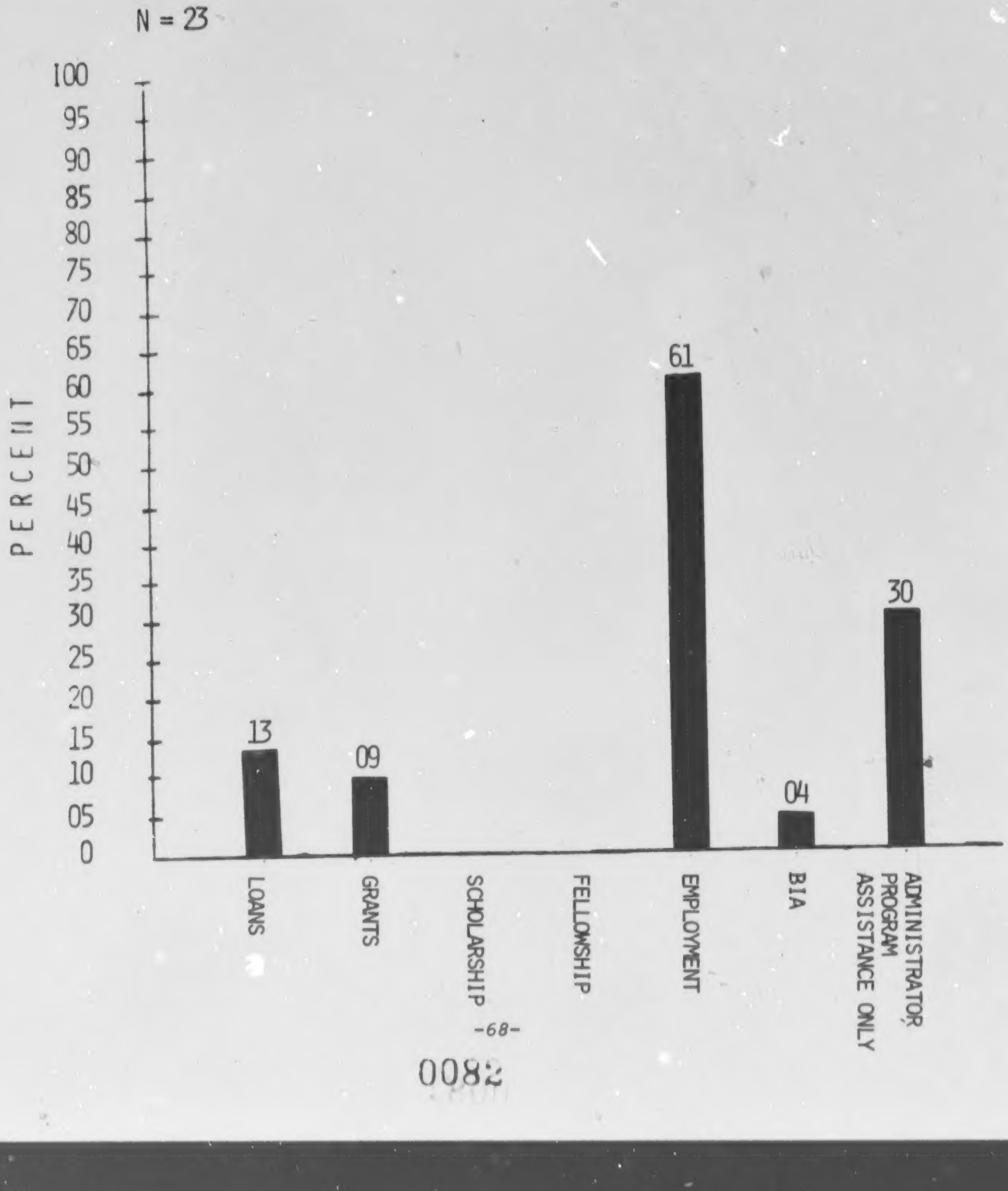


GRAPH 7: WHAT DEGREE/DEGREES DID YOU RECEIVE?



EVALUATION REPORT
OF
INDIAN ADMINISTRATOR PROGRAM
UNIVERSITY OF MINNESOTA

GRAPH 8: RESOURCES RECEIVED



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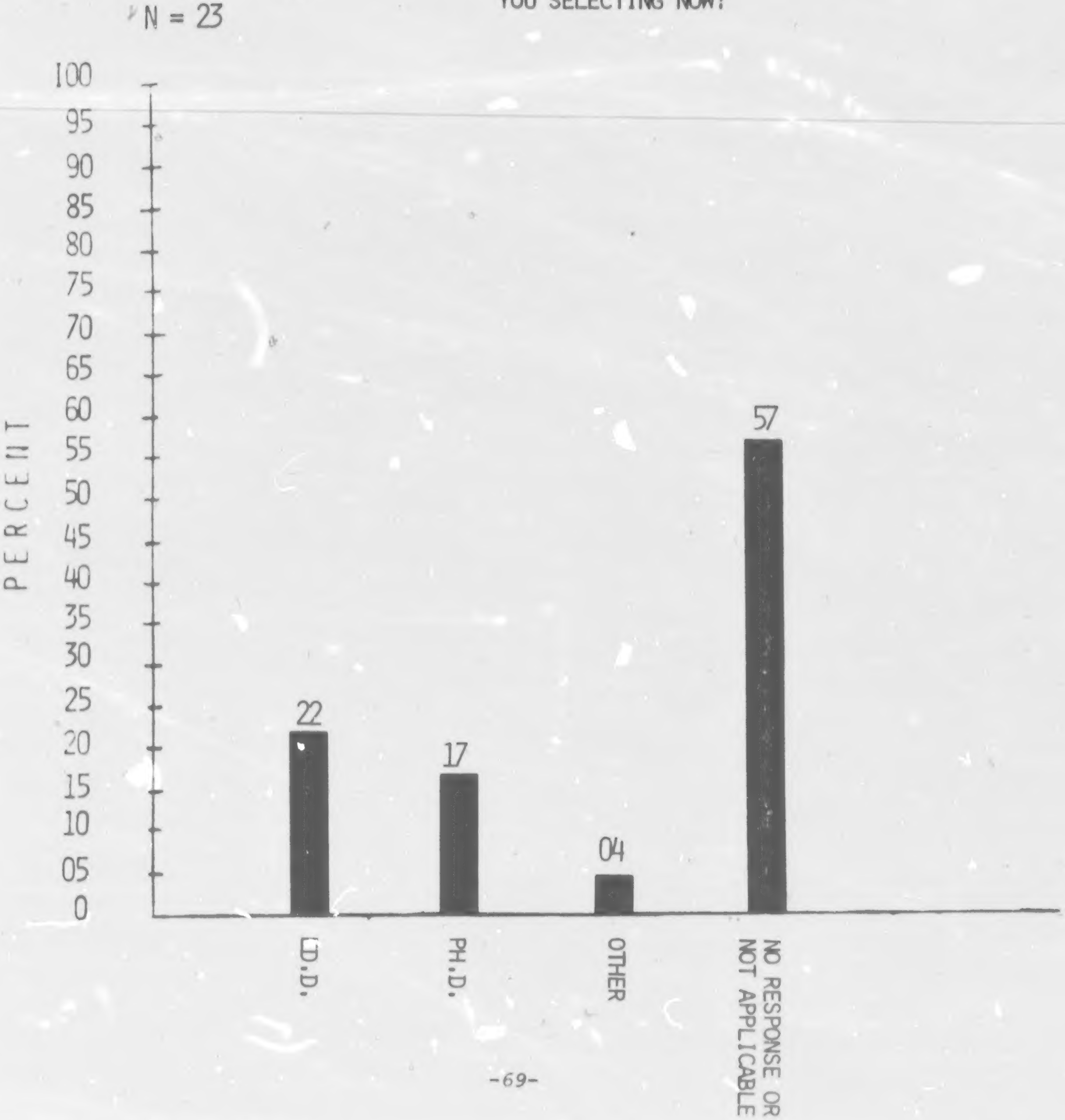
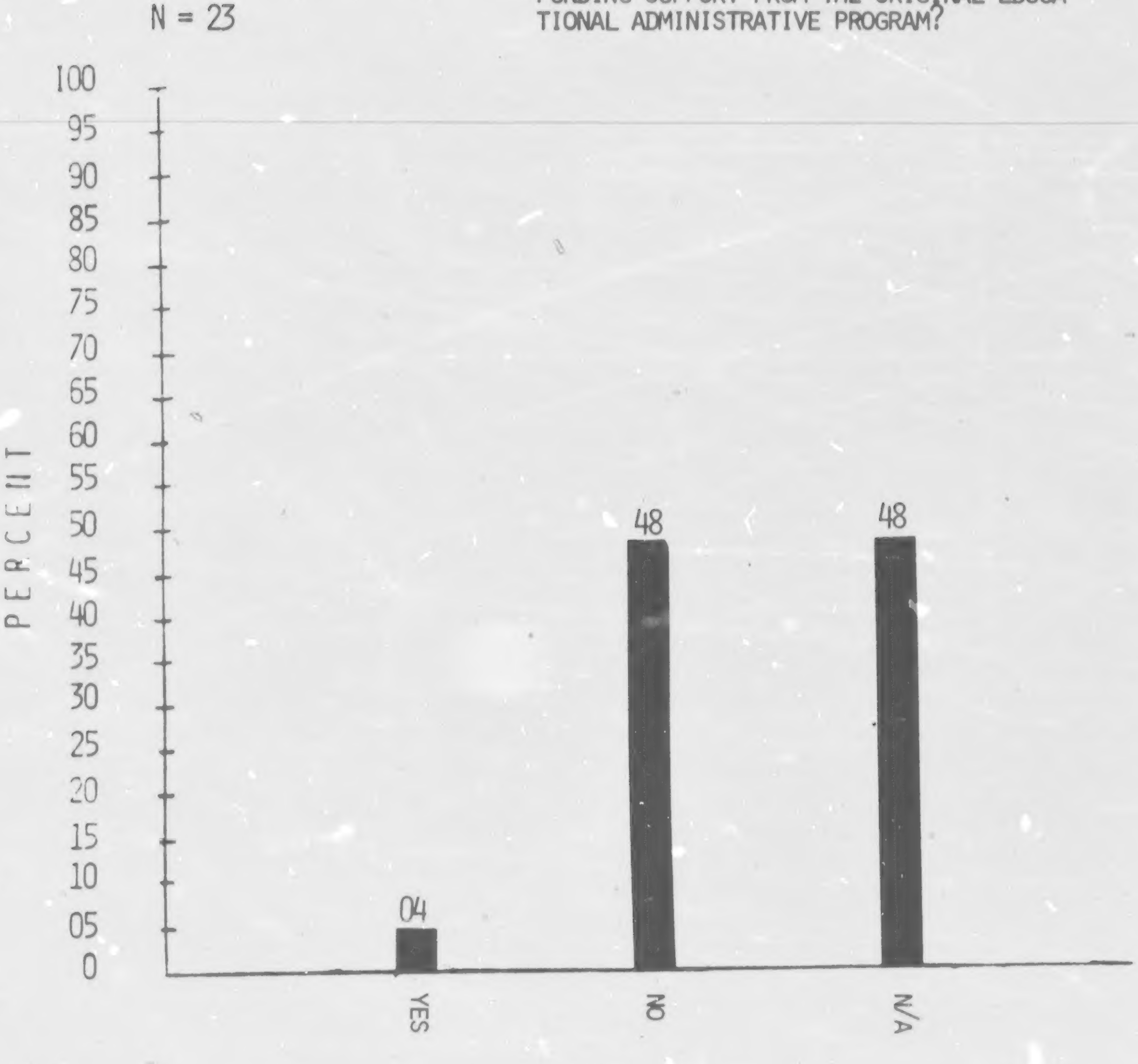
OF
INDIAN ADMINISTRATOR PROGRAM
UNIVERSITY OF MINNESOTA

GRAPH 9: IF YOU ELECTED TO PURSUE FURTHER GRADUATE WORK, WHAT DEGREE ARE YOU SELECTING NOW?



GRAPH 10: IF YOU ARE WORKING ON A DEGREE BEYOND THE MASTERS LEVEL ARE YOU STILL RECEIVING FUNDING SUPPORT FROM THE ORIGINAL EDUCATIONAL ADMINISTRATIVE PROGRAM?



EVALUATION REPORT
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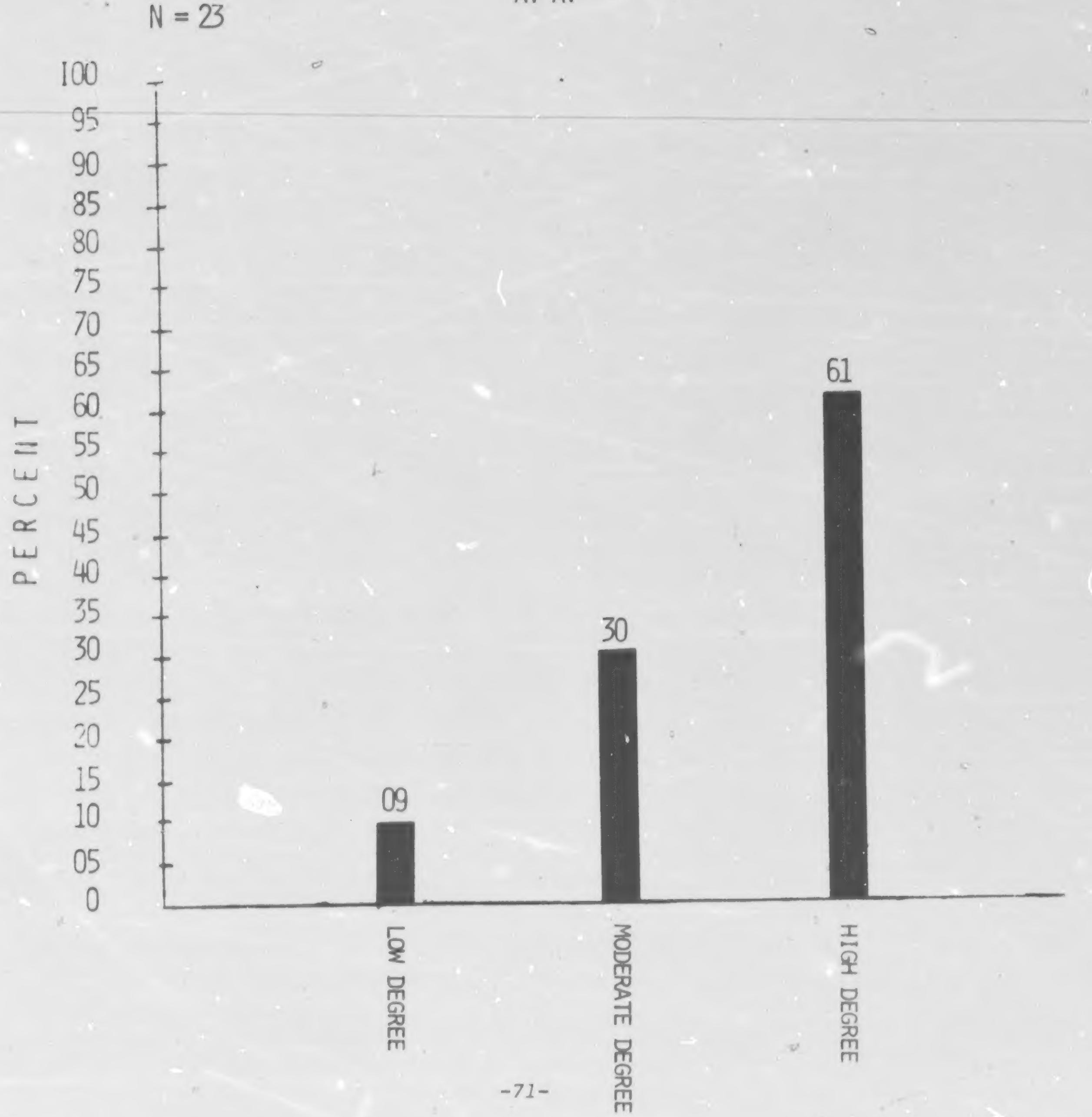
GRAPH 11: I HAVE BEEN/OR WAS ABLE TO MAINTAIN PERSONAL INVOLVEMENT IN INDIAN AFFAIRS AT A:



EVALUATION REPORT
OF
INDIAN ADMINISTRATOR PROGRAM
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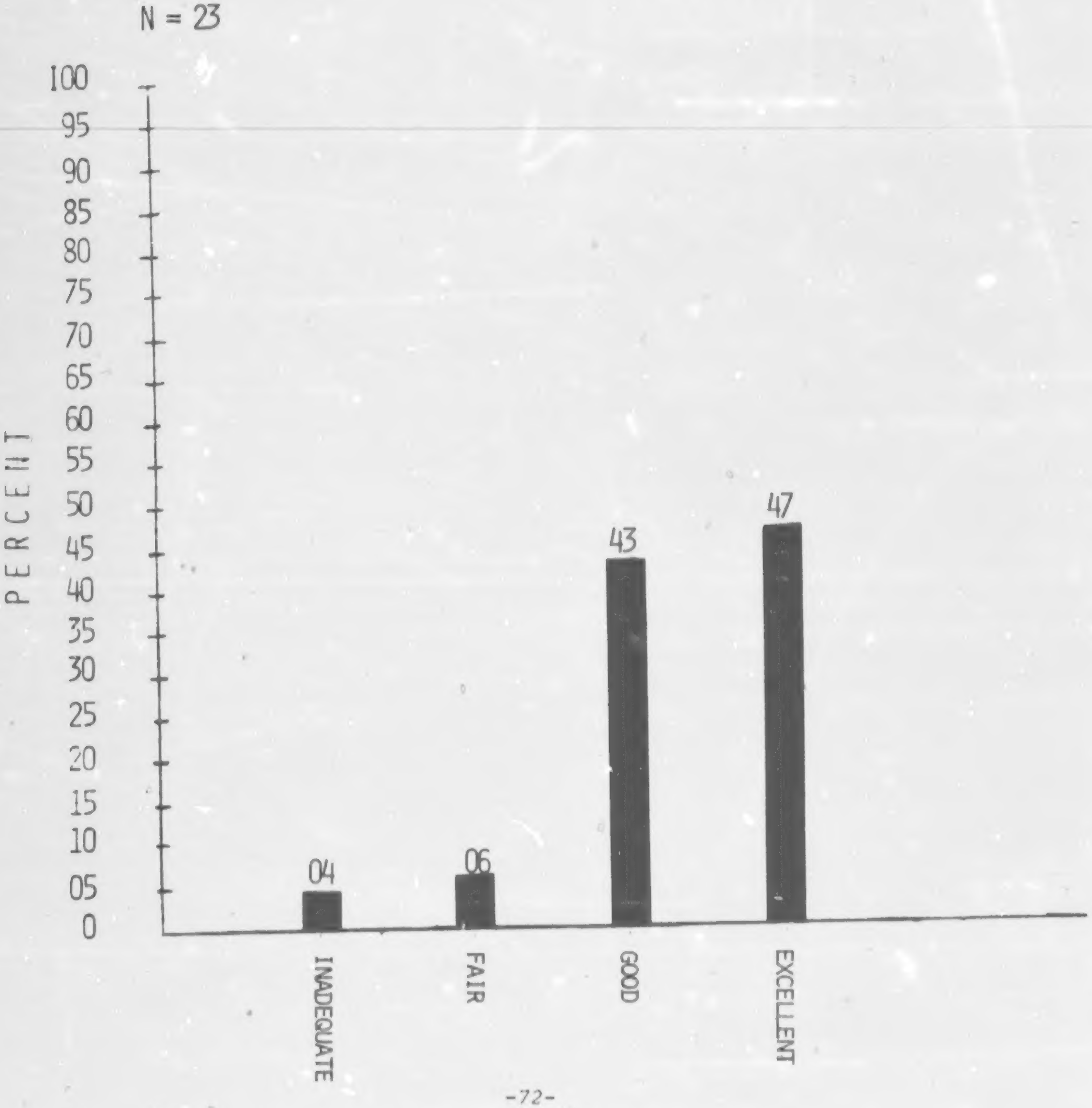
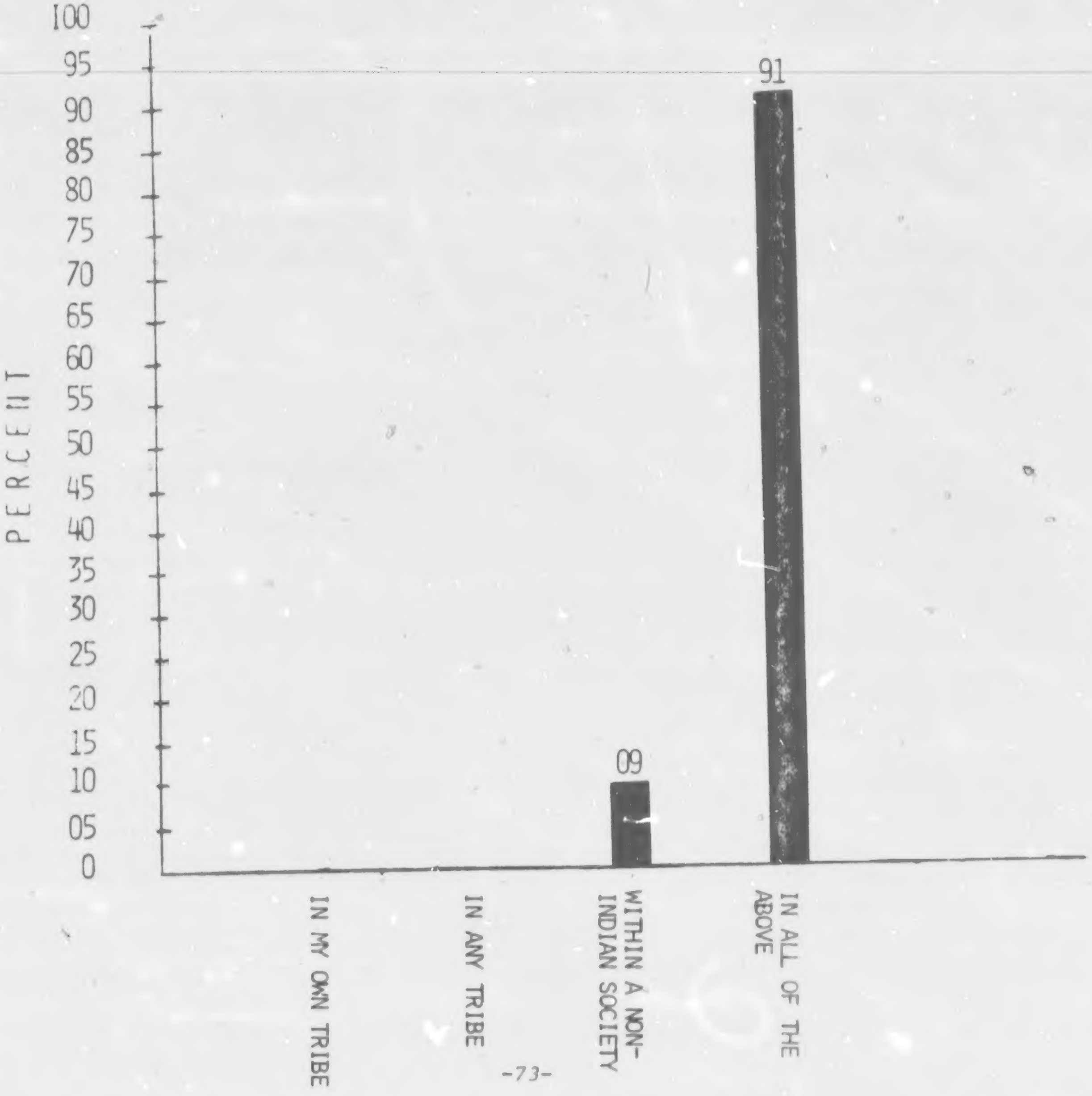
GRAPH 12: THE ADMINISTRATIVE TRAINING I HAVE RECEIVED HAS BEEN:



GRAPH 13: I FEEL I AM WELL PREPARED TO ASSUME AN ADMINISTRATIVE POSITION IN SOME CAPACITY:

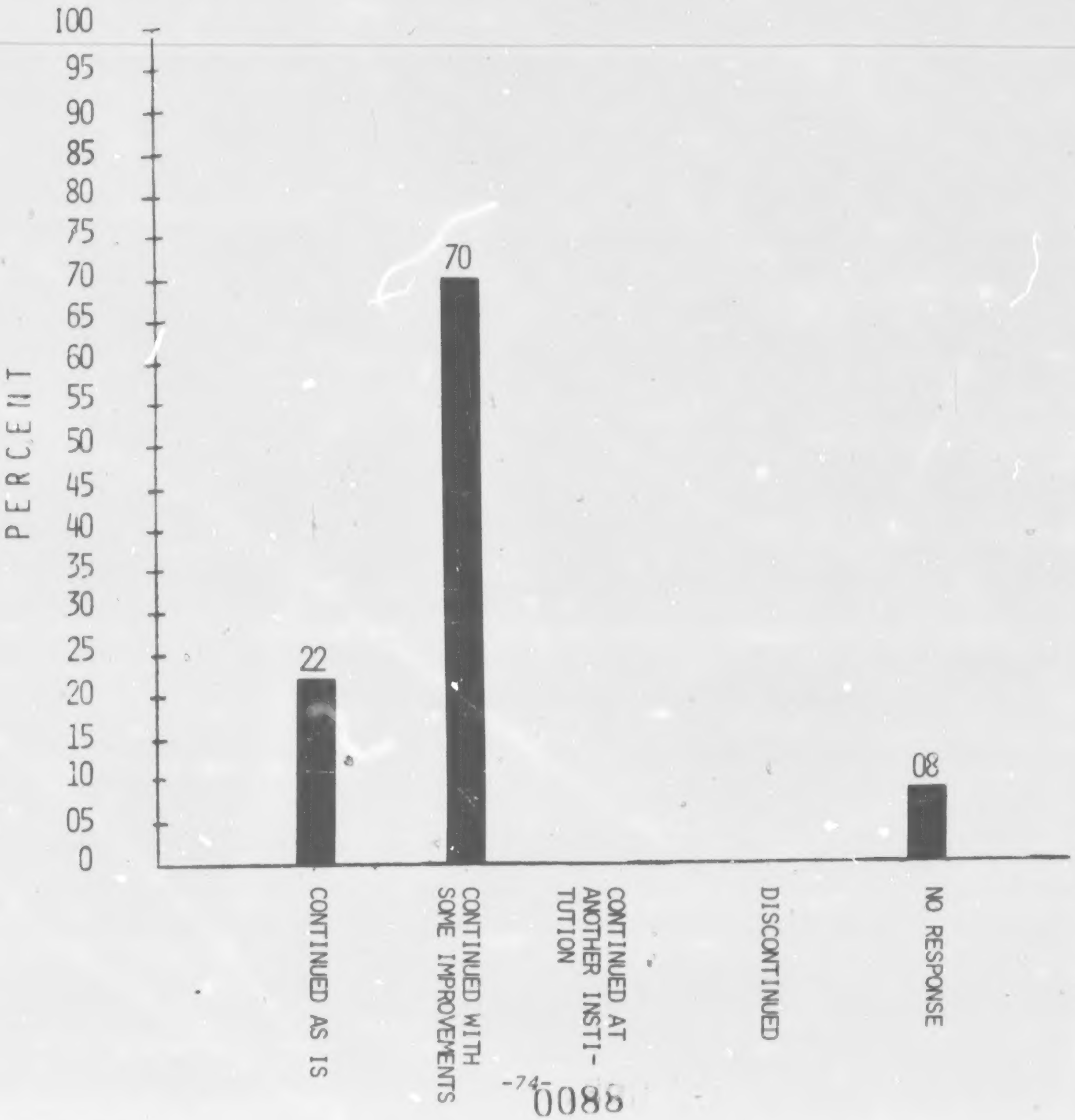
N = 23



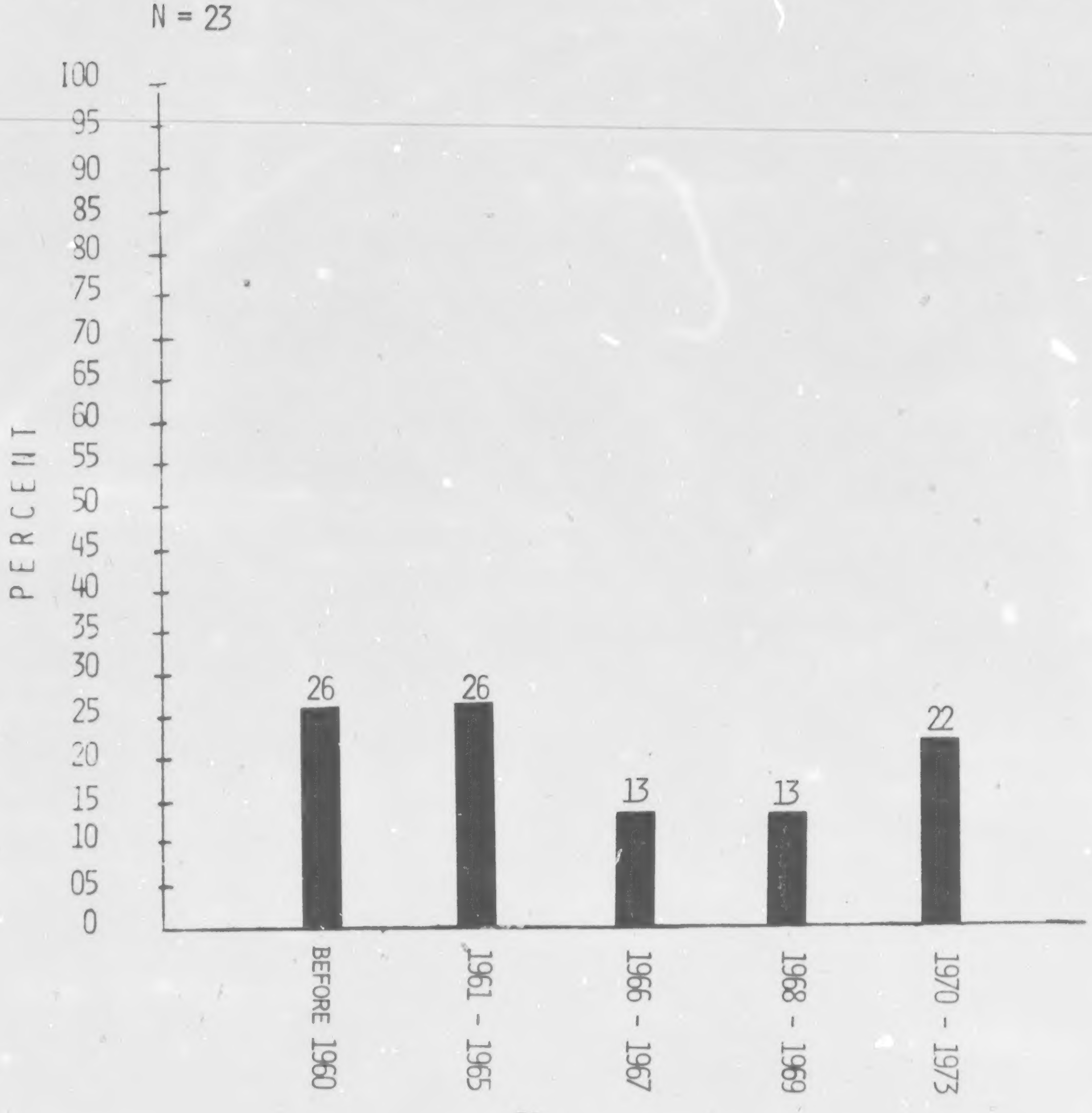
EVALUATION REPORT
OF
INDIAN ADMINISTRATOR PROGRAM
UNIVERSITY OF MINNESOTA

GRAPH 14: THE EDUCATION ADMINISTRATOR TRAINING PROGRAM SHOULD BE:

N = 23



GRAPH 15: I RECEIVED MY BA OR BS DEGREE IN:



EVALUATION REPORT
OF
INDIAN ADMINISTRATOR PROGRAM
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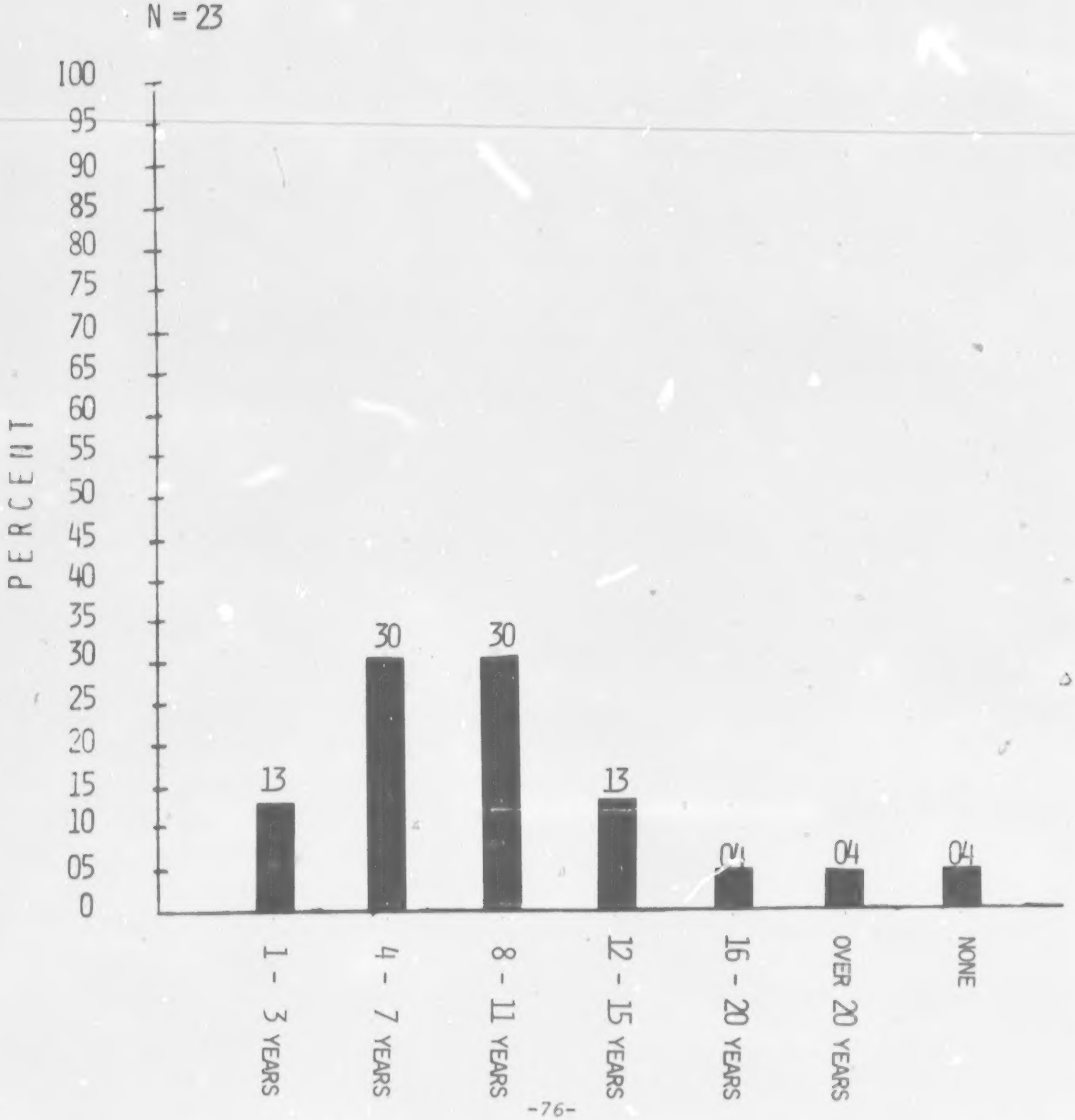
GRAPH 16: NUMBER OF YEARS WORKED IN EDUCATION



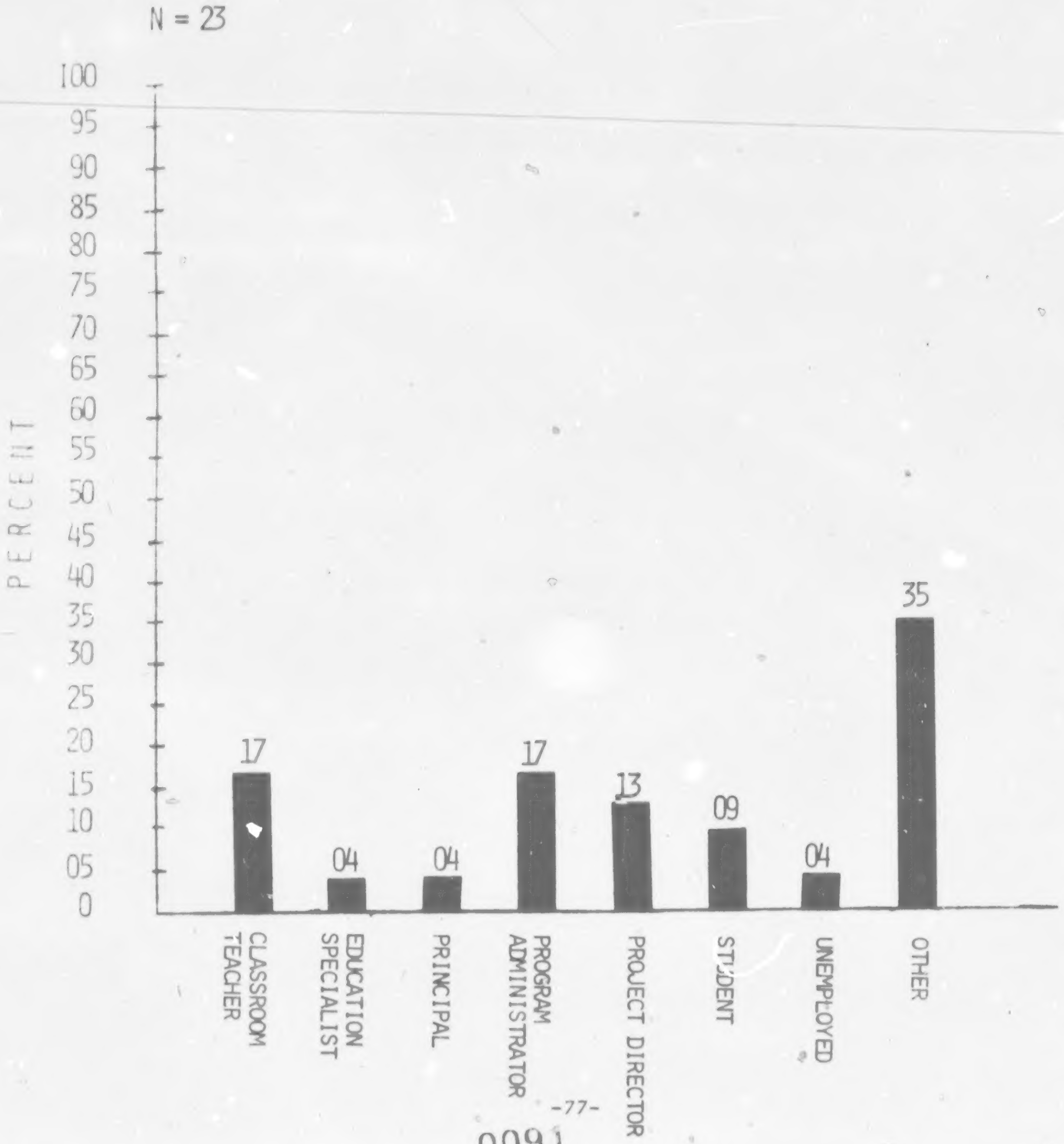
EVALUATION REPORT

OF

INDIAN ADMINISTRATOR PROGRAM

UNIVERSITY OF MINNESOTA

GRAPH 17: BEFORE ENTERING PROGRAM I WAS:



EVALUATION REPORT

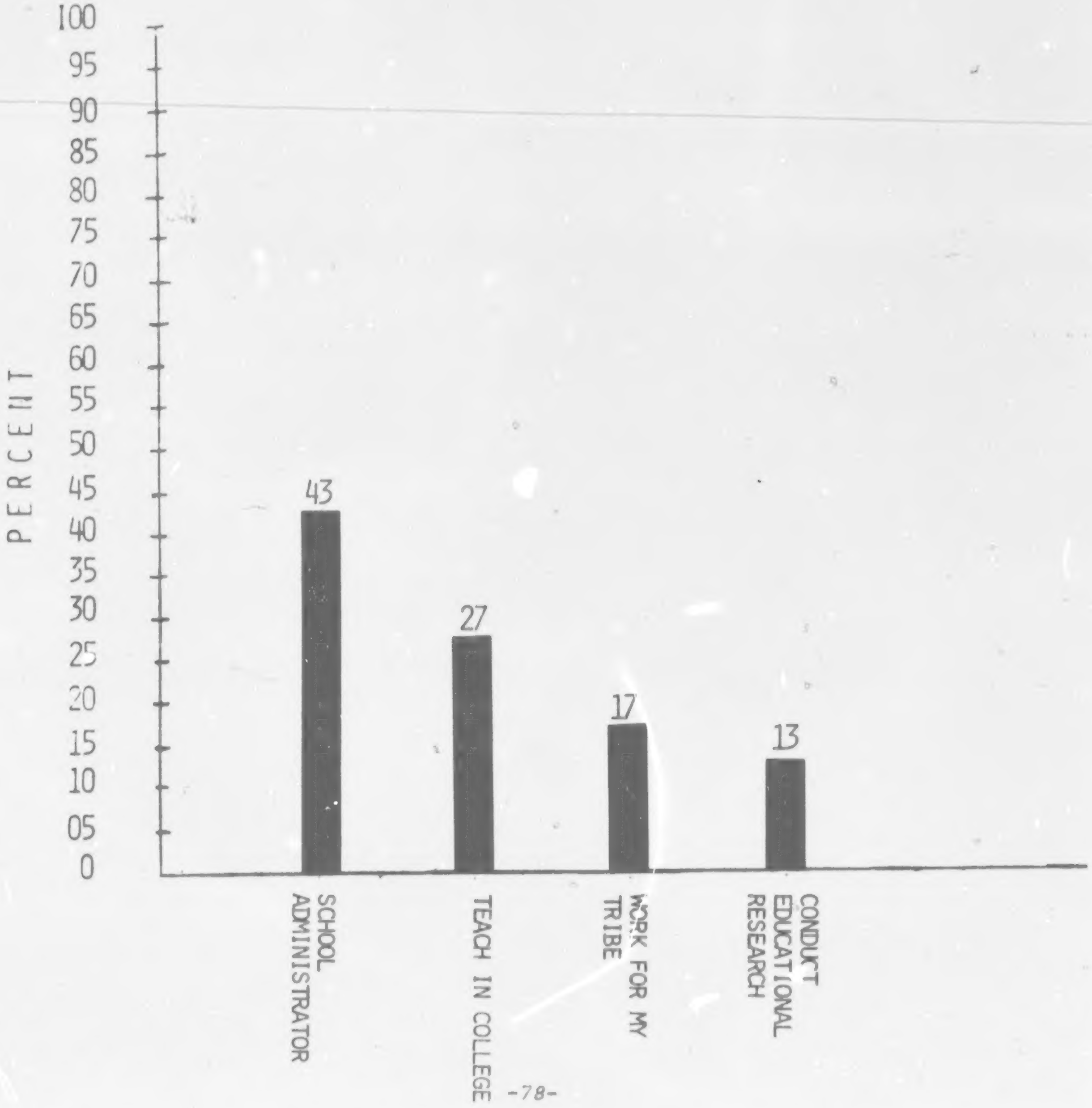
OF

INDIAN ADMINISTRATOR PROGRAM

UNIVERSITY OF MINNESOTA

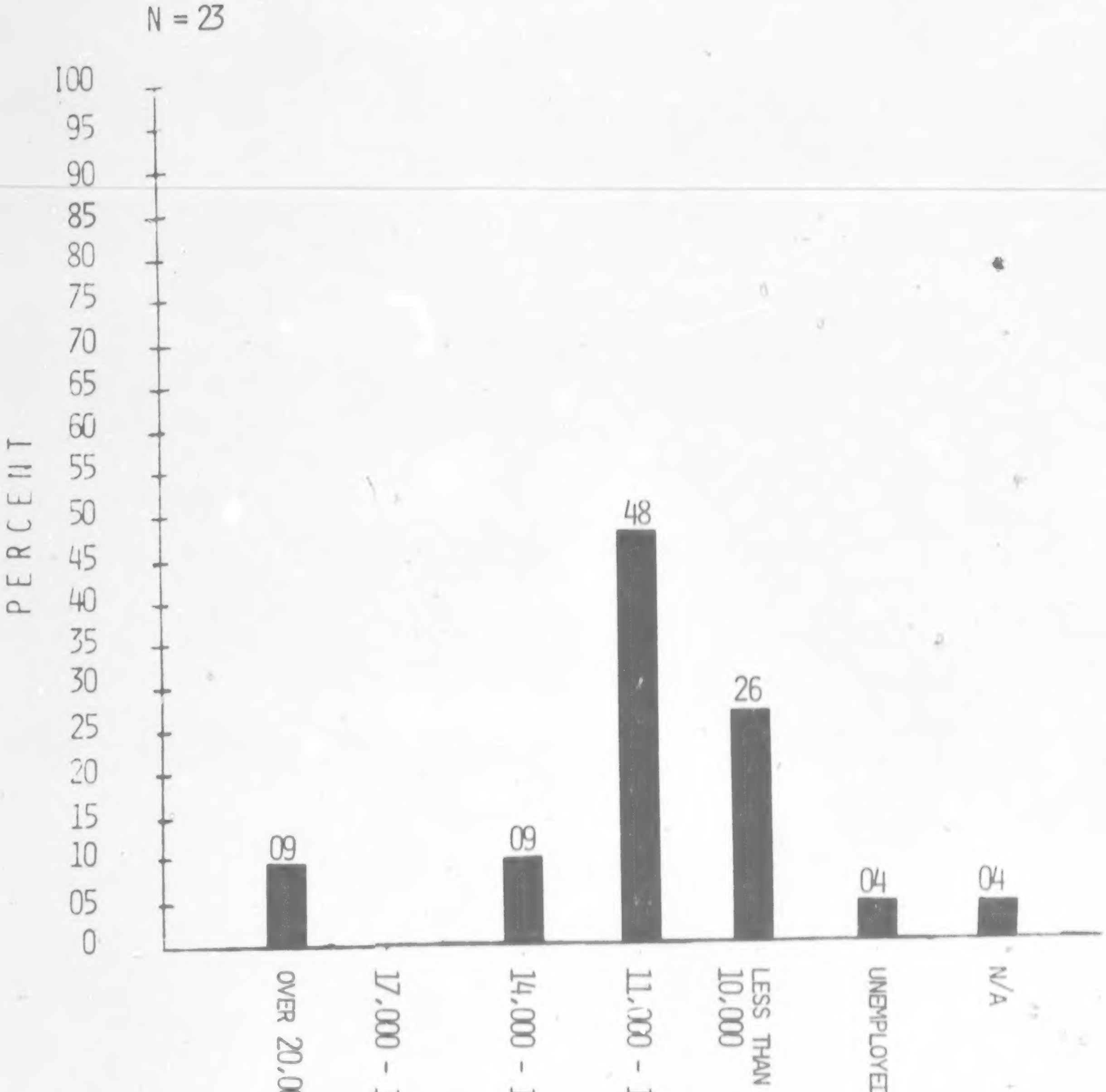
GRAPH 18: AFTER COMPLETING PROGRAM I PREFER TO BE:

N = 30*



EVALUATION REPORT
OF
INDIAN ADMINISTRATOR PROGRAM
UNIVERSITY OF MINNESOTA

GRAPH 19: BEFORE ENTERING PROGRAM SALARY EARNINGS



EVALUATION REPORT
OF
INDIAN ADMINISTRATOR PROGRAM
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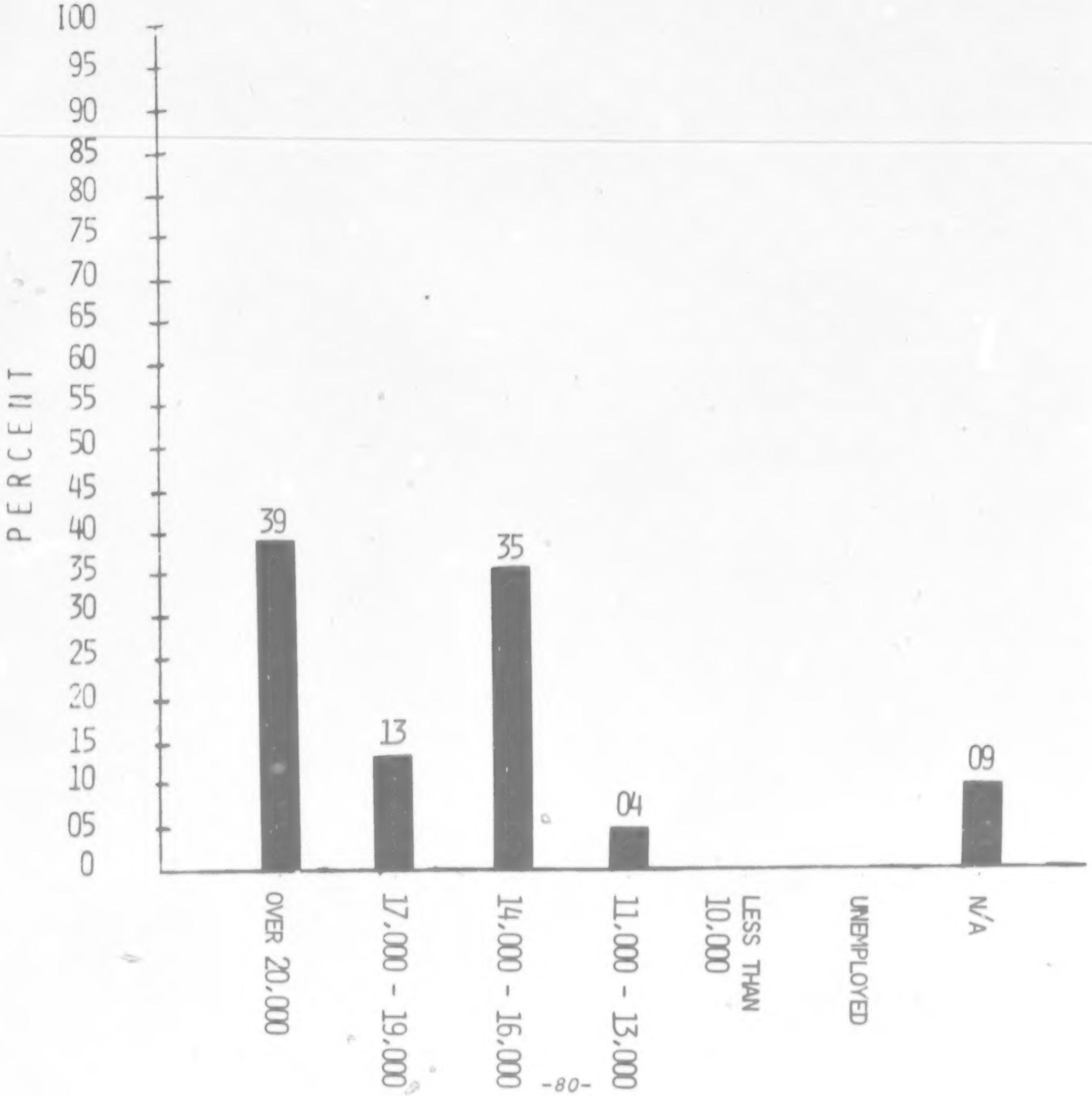
GRAPH 20: AFTER COMPLETION OF PROGRAM SALARY EARNINGS

N = 23



EVALUATION REPORT
OF
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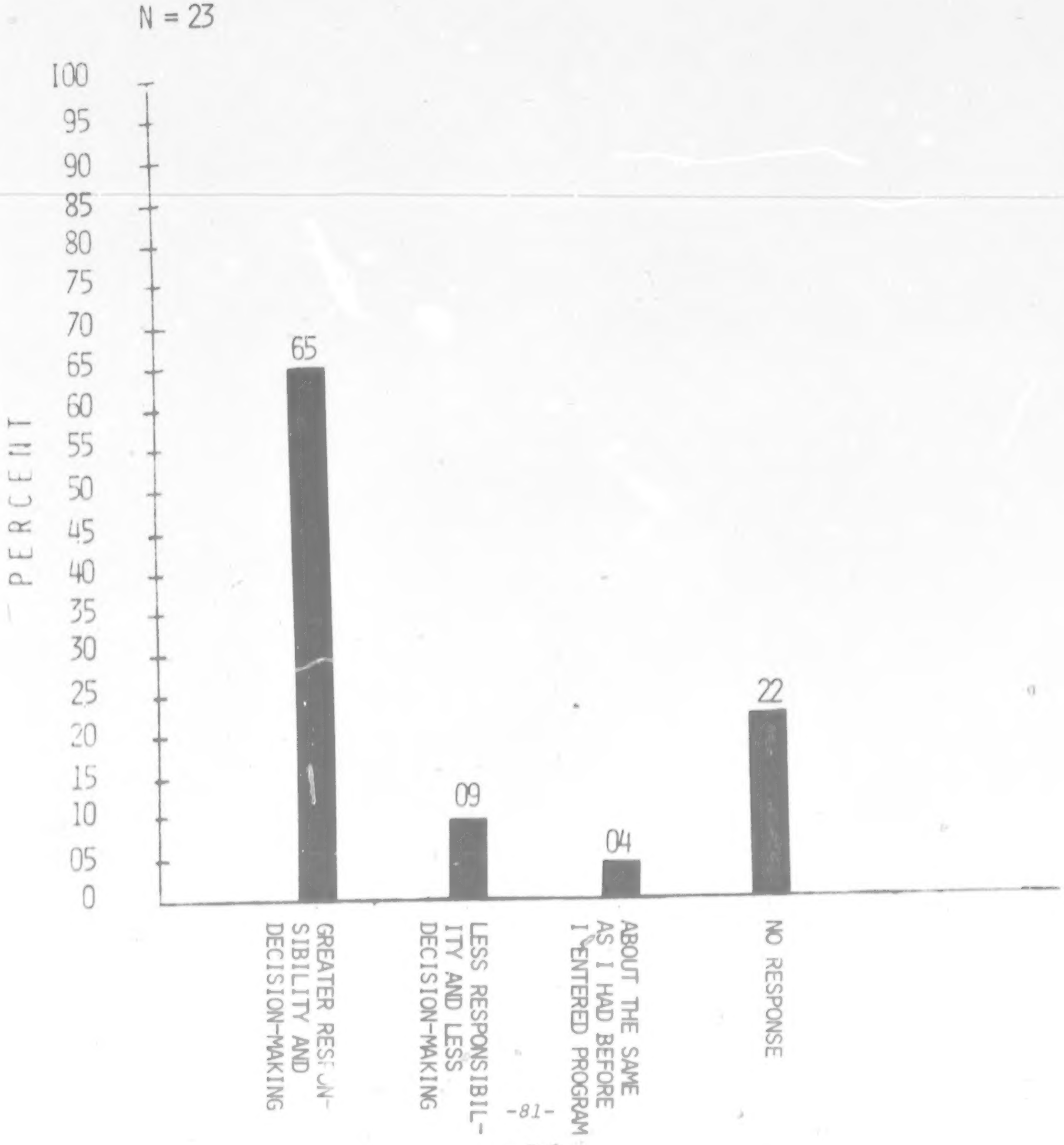
UNIVERSITY OF MINNESOTA

GRAPH 21: POSITION I NOW HOLD HAS:



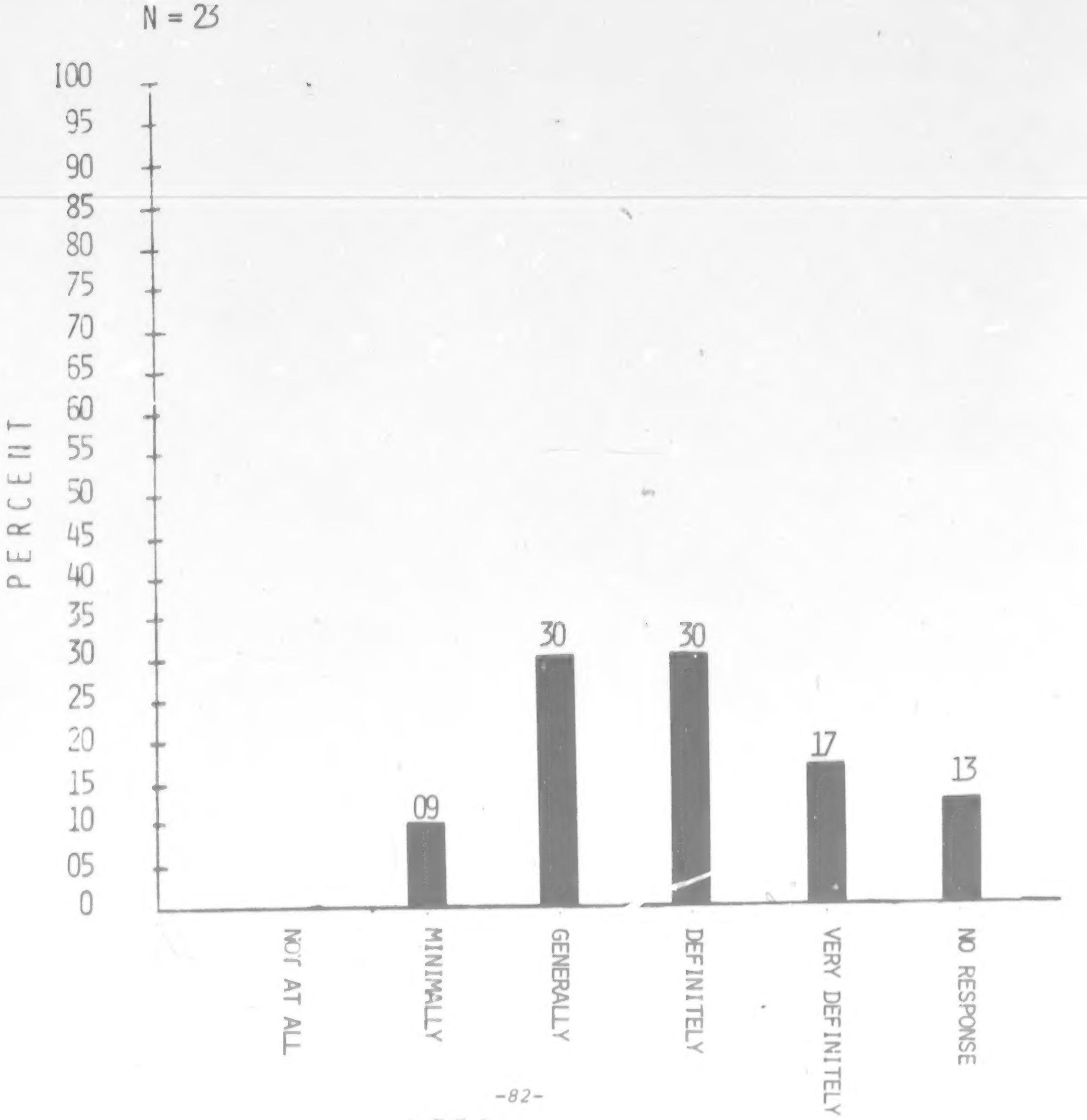
EVALUATION REPORT

OF

INDIAN ADMINISTRATOR PROGRAM

UNIVERSITY OF MINNESOTA

GRAPH 22: TO WHAT DEGREE WERE YOUR EXPECTATIONS FROM THE PROGRAM MET?



EVALUATION REPORT
OF
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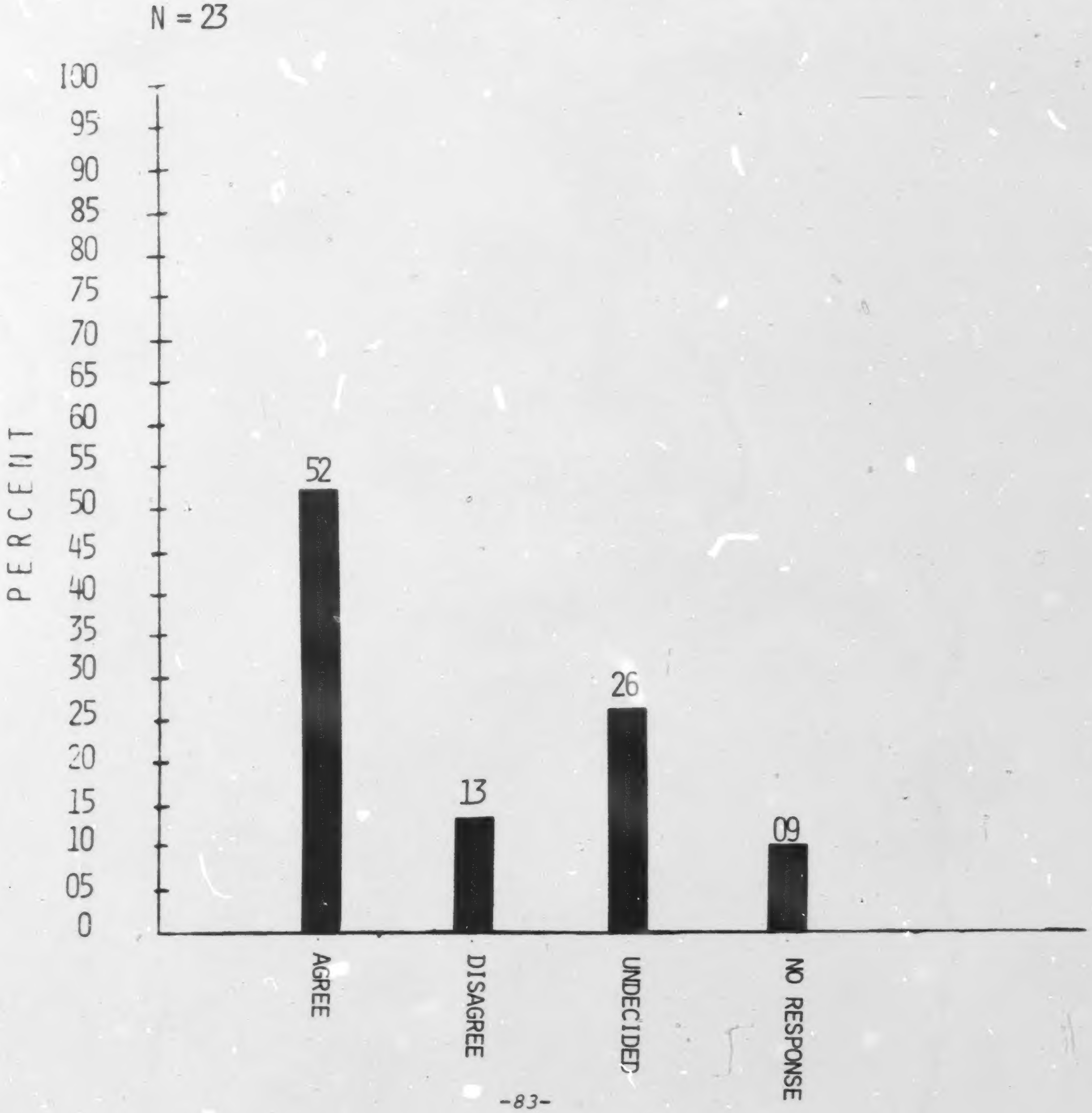
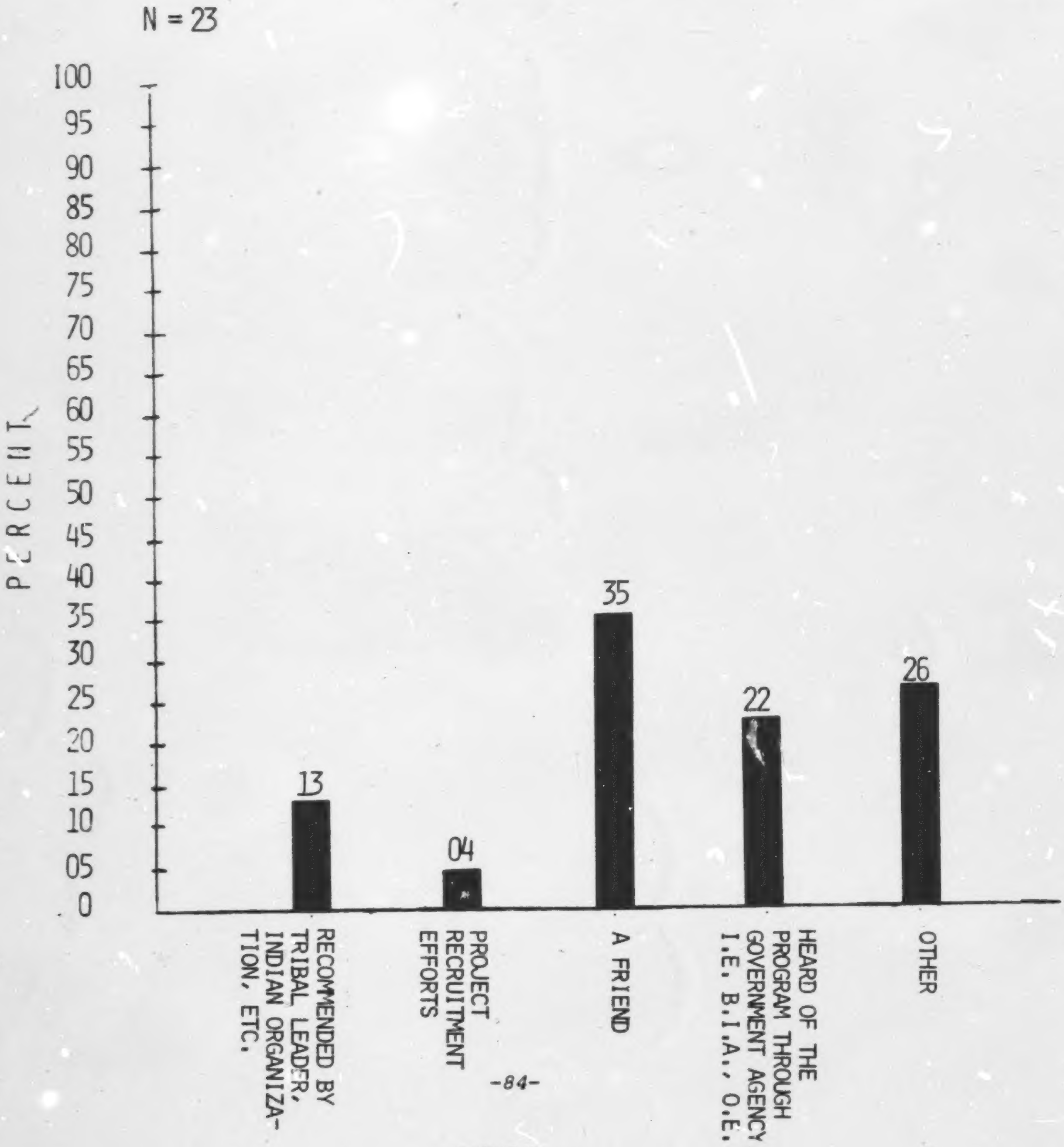
GRAPH 23: INDIAN TRIBES ARE, AND HAVE BEEN, SUPPORTIVE OF THE PROGRAM



GRAPH 24: I BECAME A PARTICIPANT IN THE PROGRAM BECAUSE OF THE FOLLOWING:



OPERATING COSTS

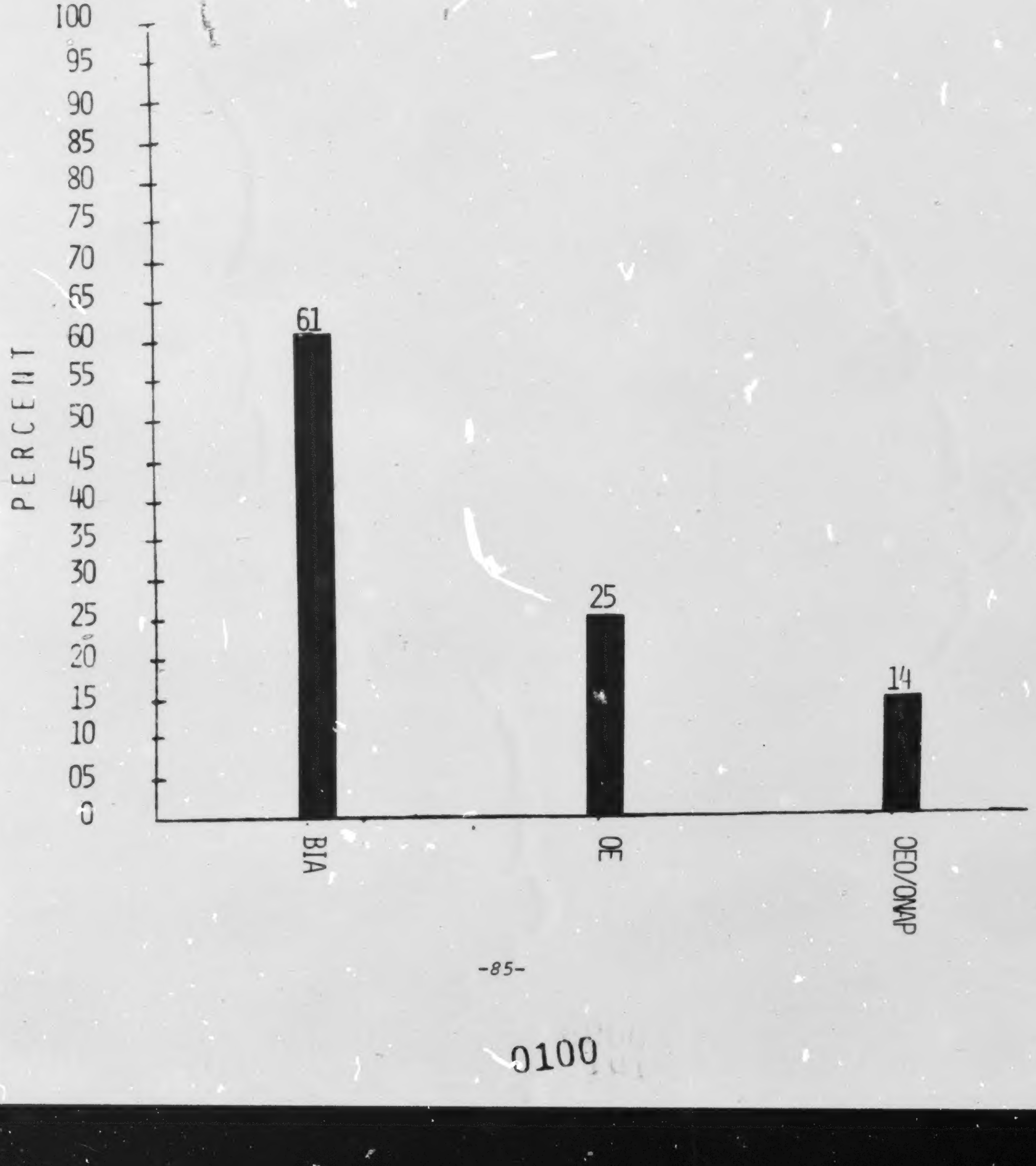
EVALUATION REPORT

OF

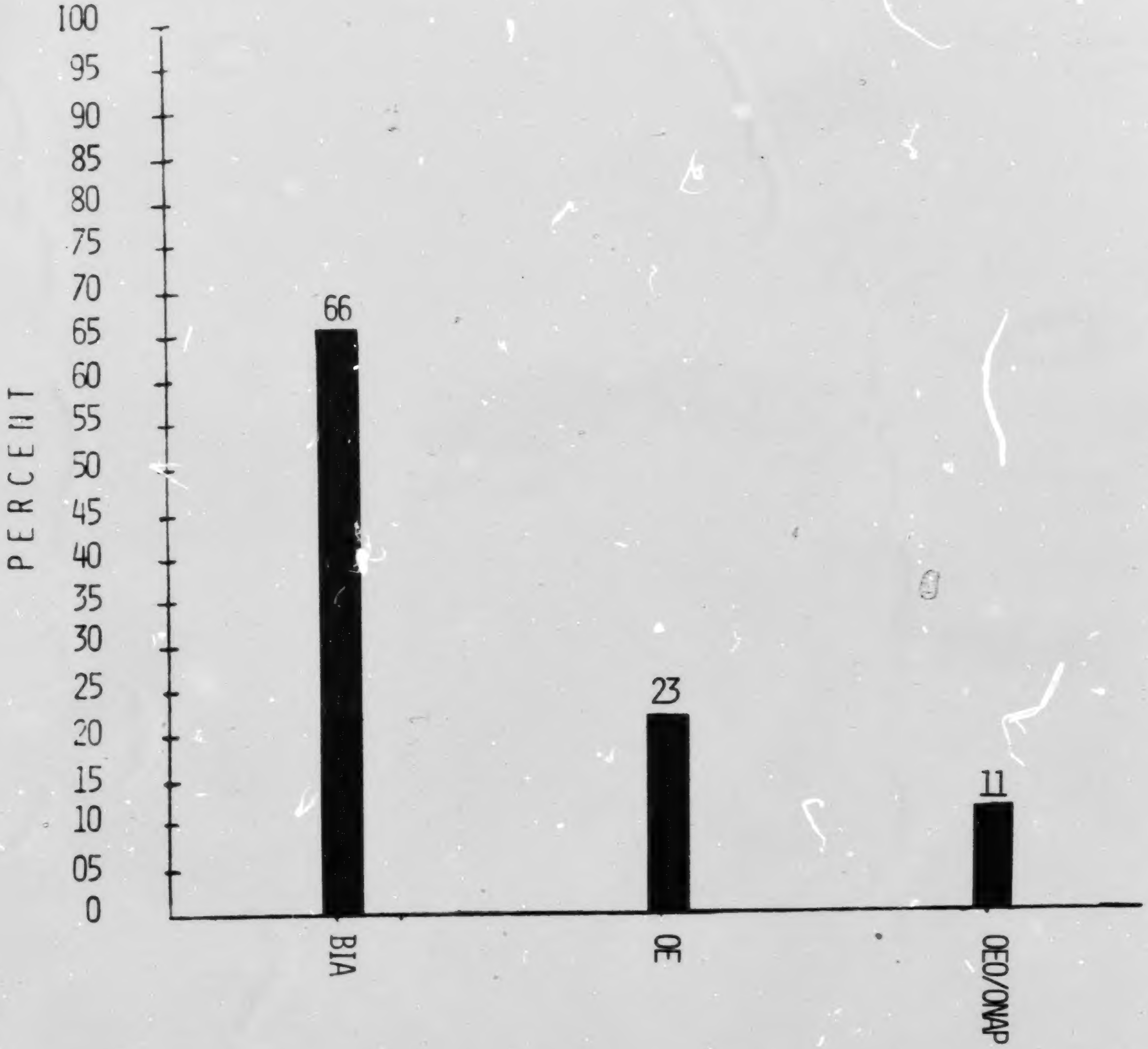
INDIAN ADMINISTRATOR PROGRAM

GRANTS AWARDED BY AGENCIES

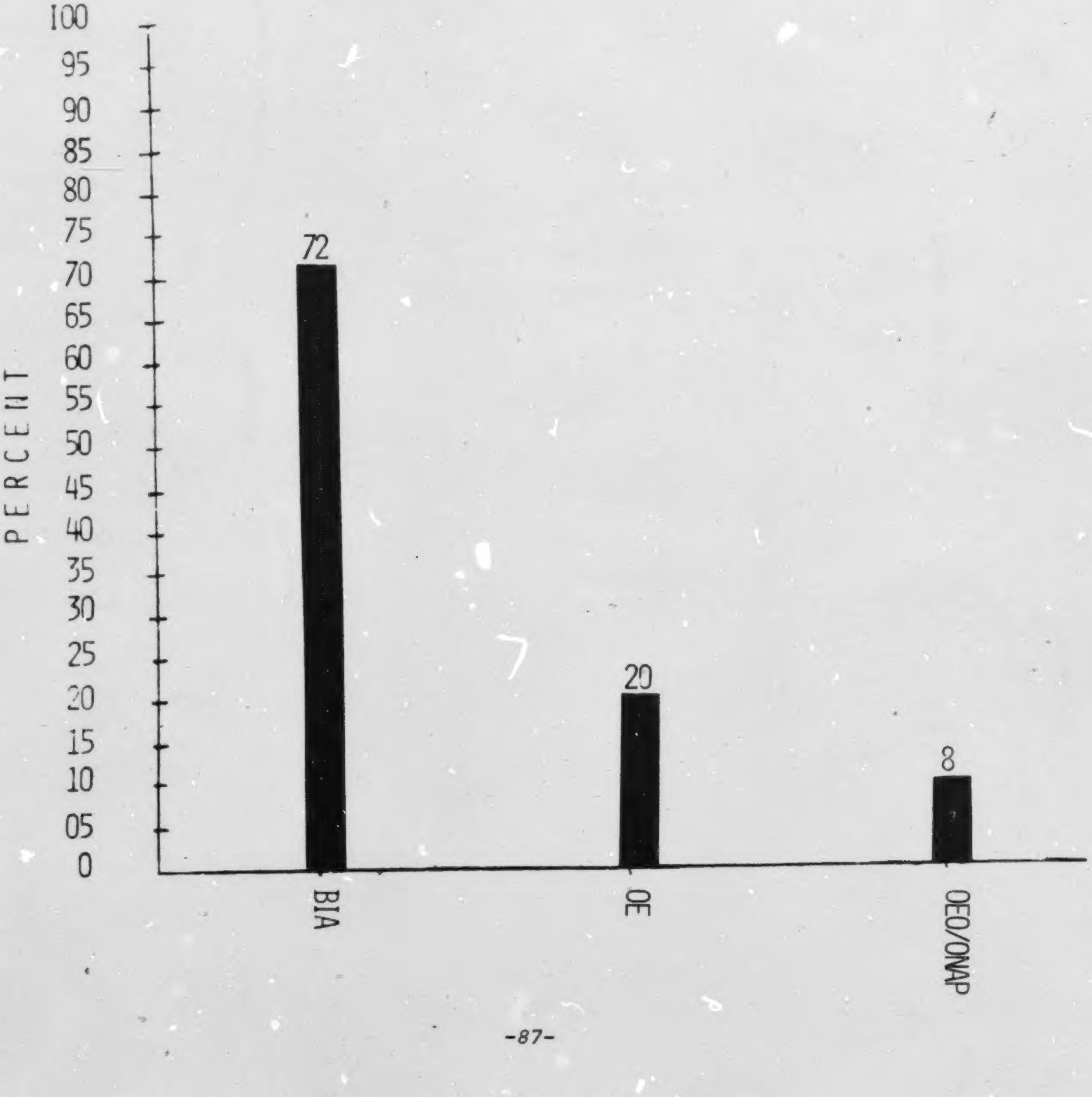
ACADEMIC YEAR 1971-72



EVALUATION REPORT
OF
INDIAN ADMINISTRATOR PROGRAM
GRANTS AWARDED BY AGENCIES
ACADEMIC YEAR 1972-73



EVALUATION REPORT
OF
INDIAN ADMINISTRATOR PROGRAM
GRANTS AWARDED BY AGENCIES
ACADEMIC YEAR 1973-74



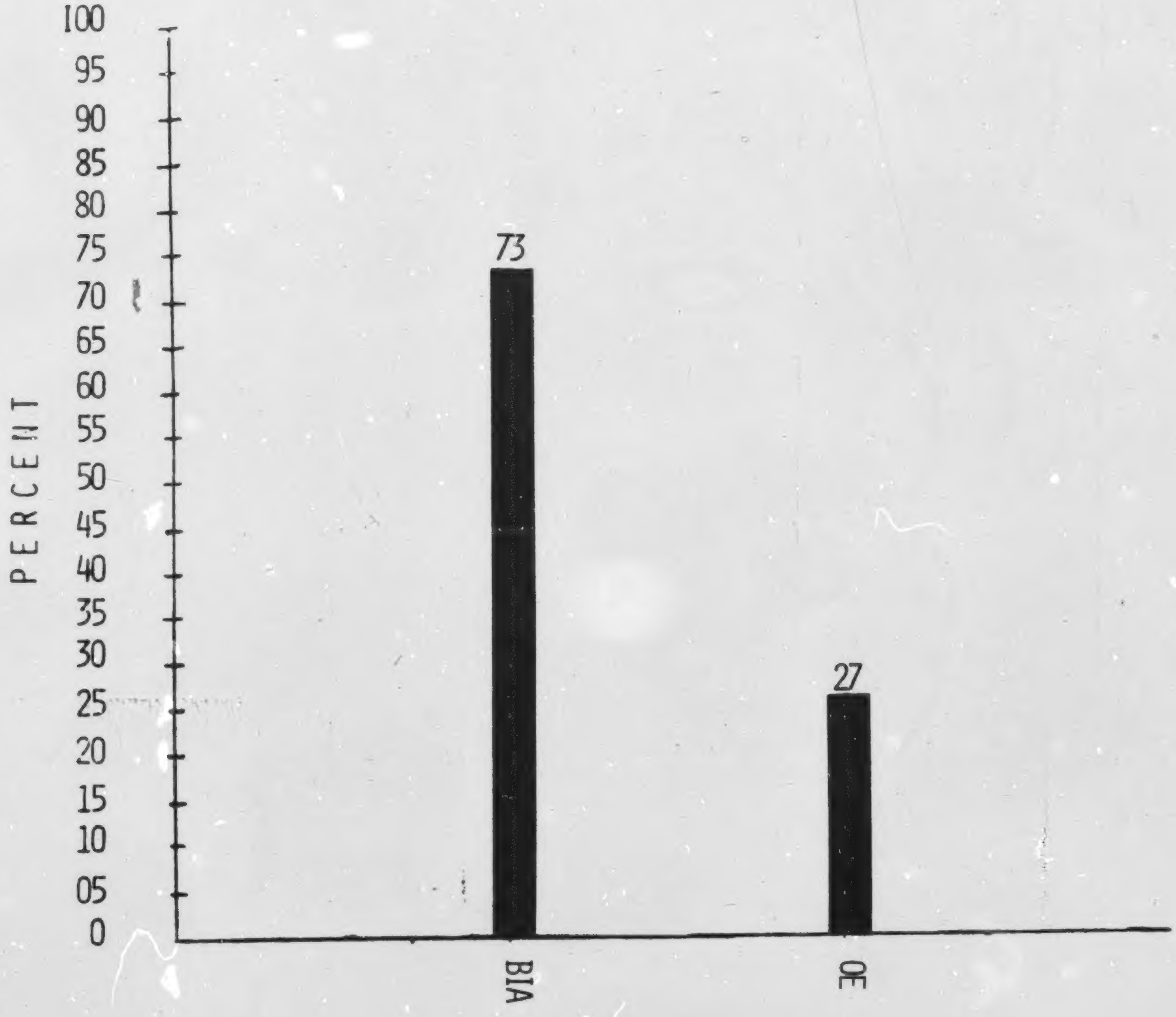
EVALUATION REPORT

OF

INDIAN ADMINISTRATOR PROGRAM

GRANTS AWARDED BY AGENCIES

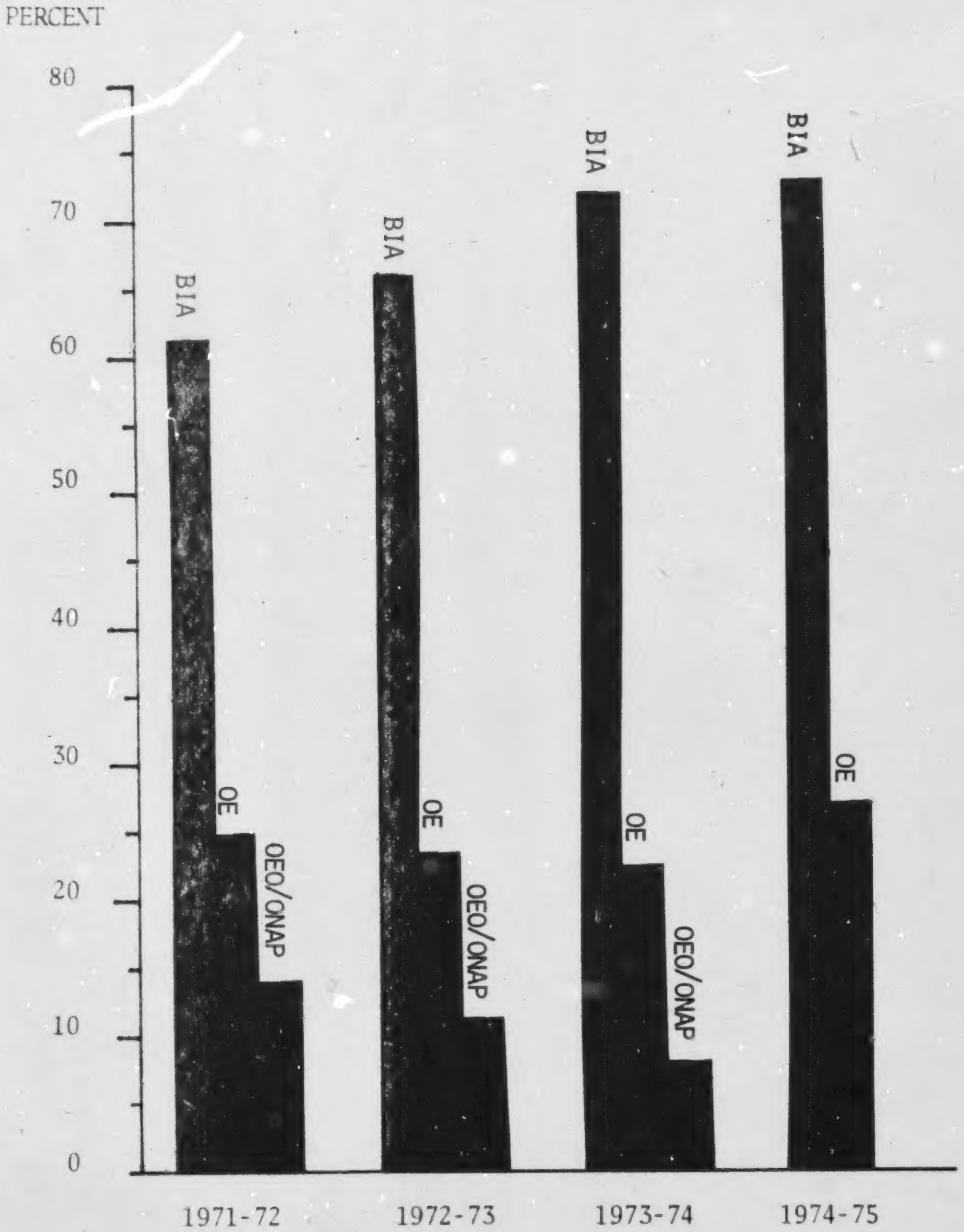
ACADEMIC YEAR 1974-75



GRANTS AWARDED

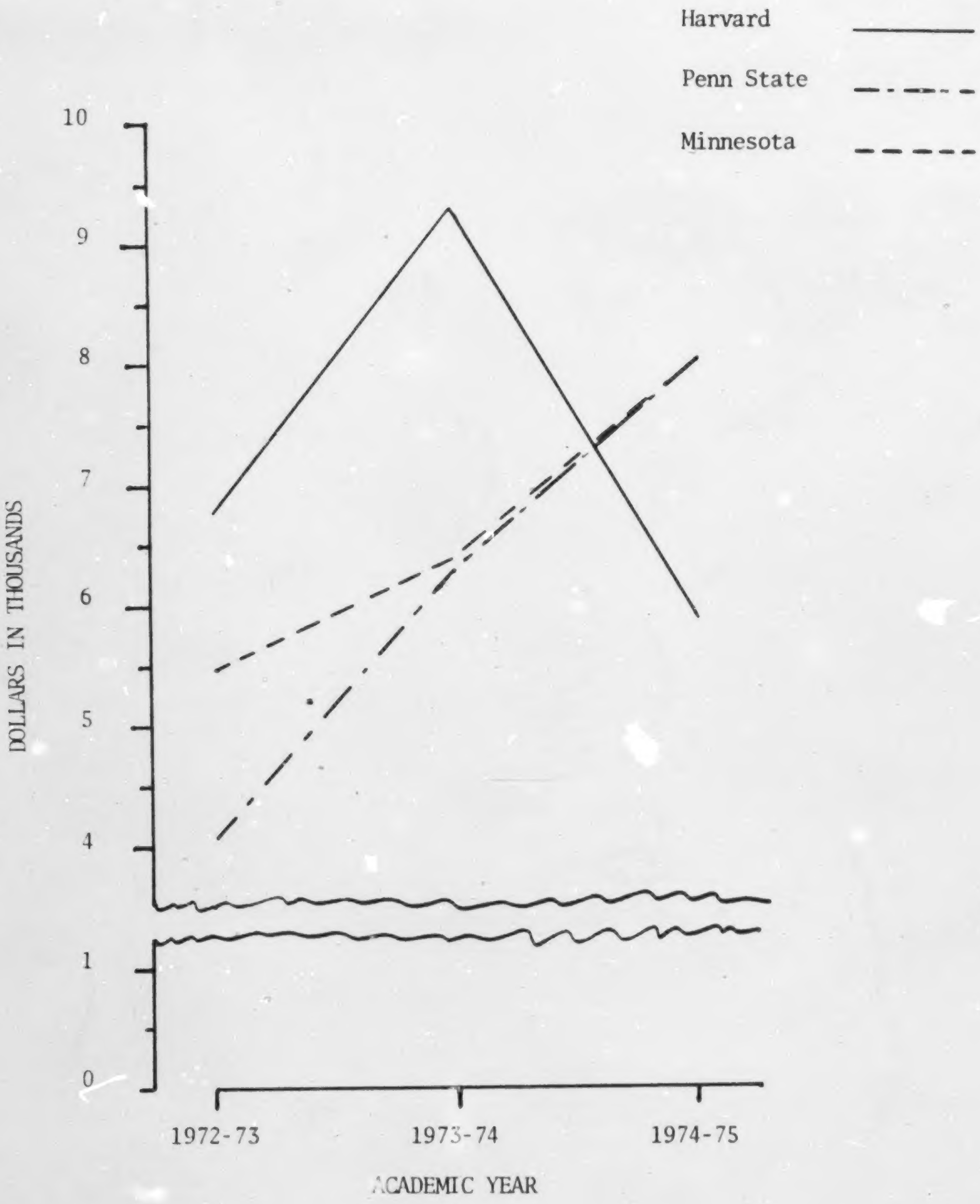
BY

AGENCIES

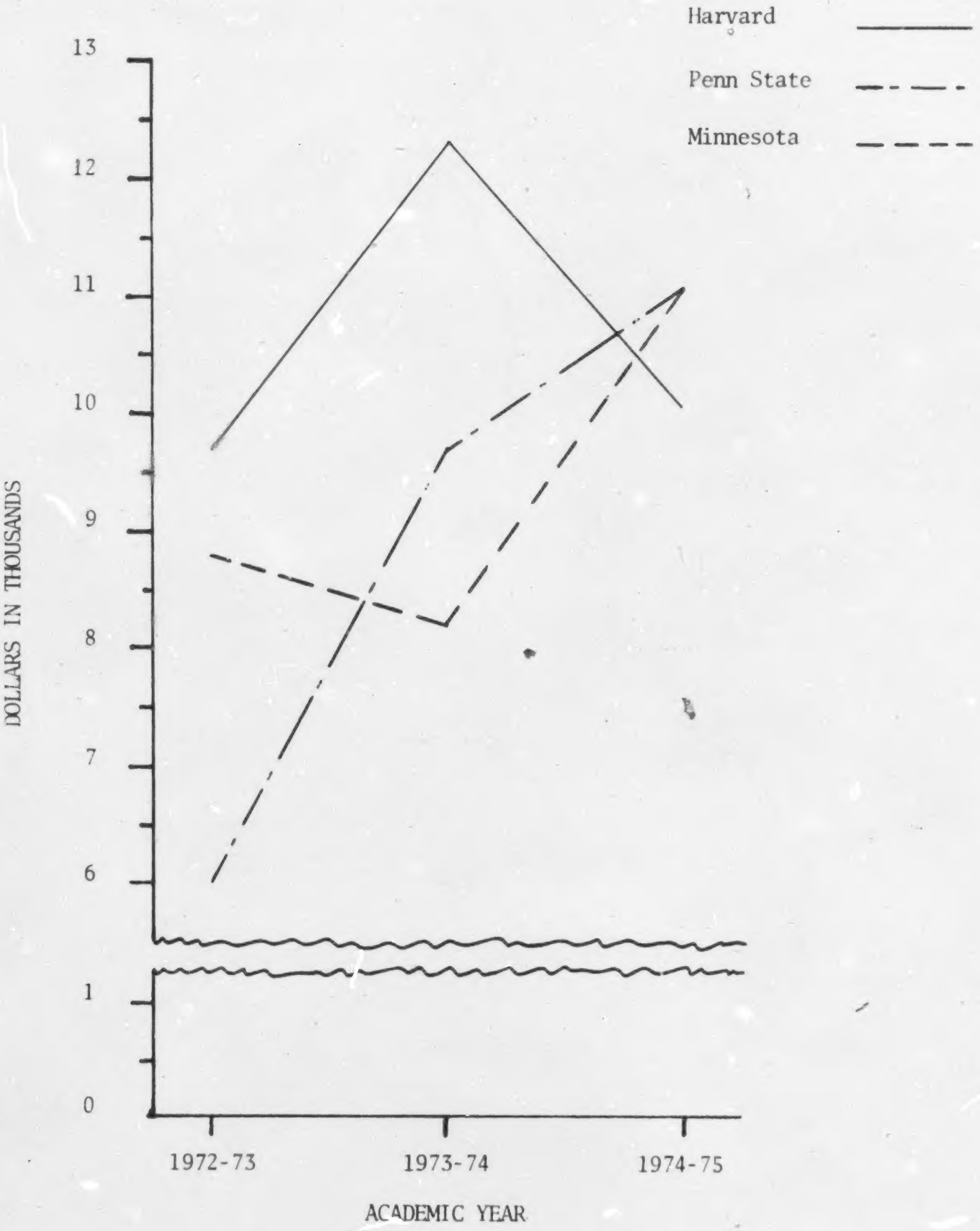


AVERAGE BIA COST

PER STUDENT

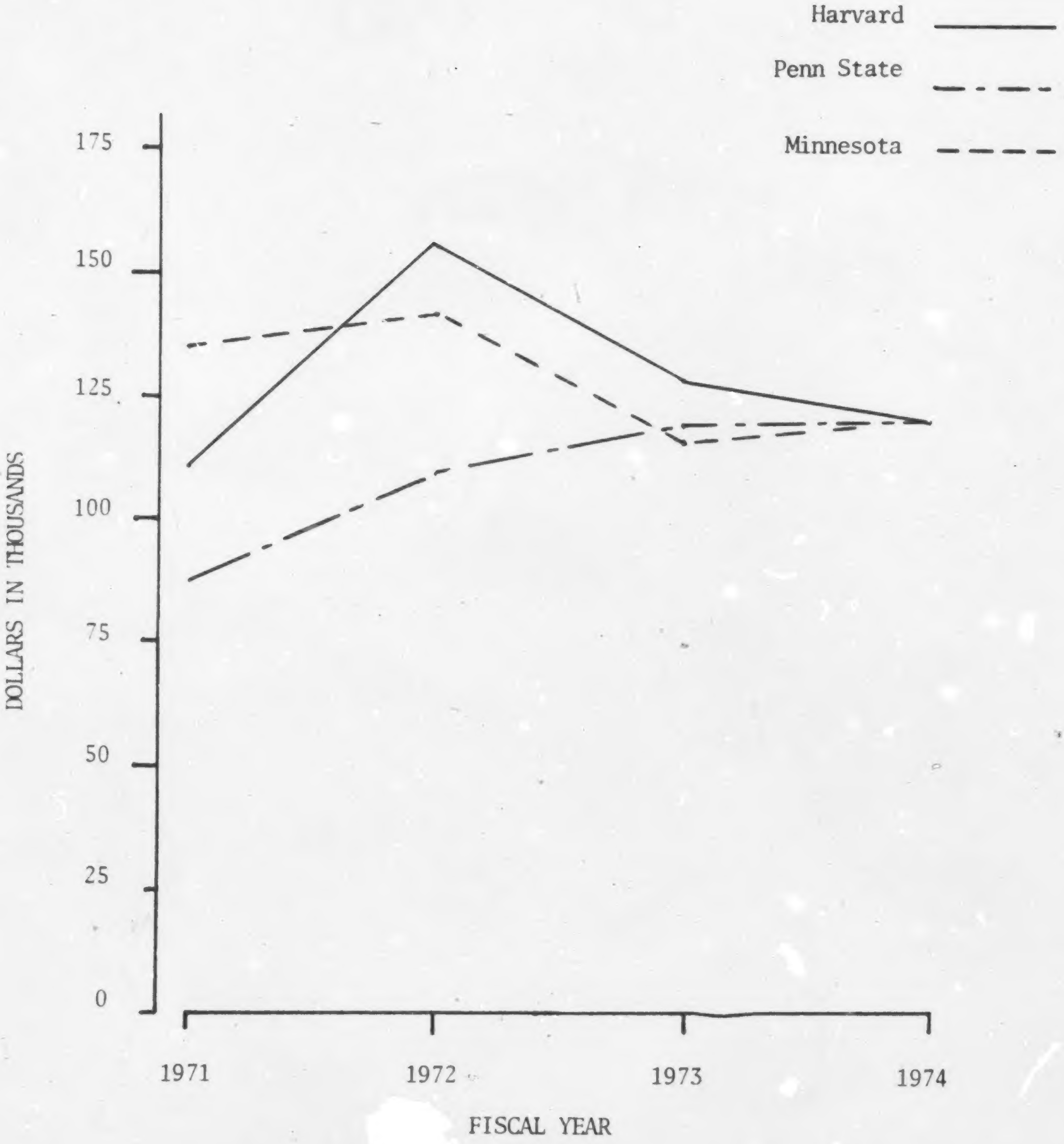


OVERALL AVERAGE
COST PER STUDENT

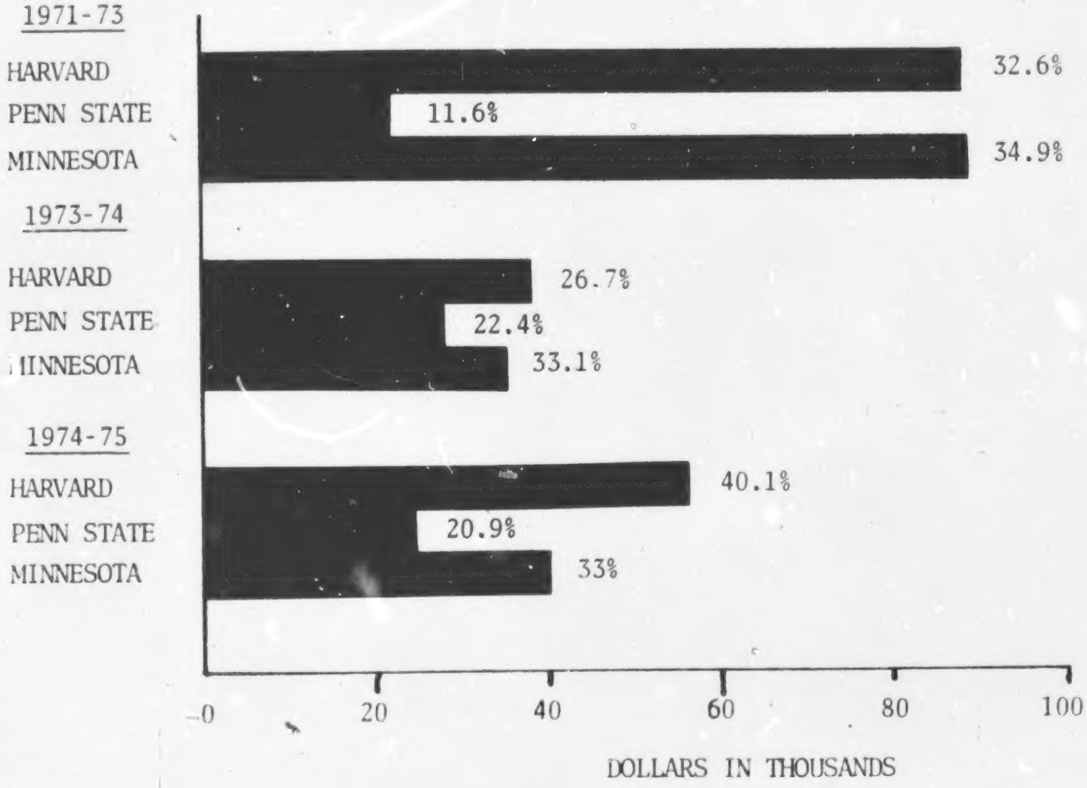


GRANTS AWARDED

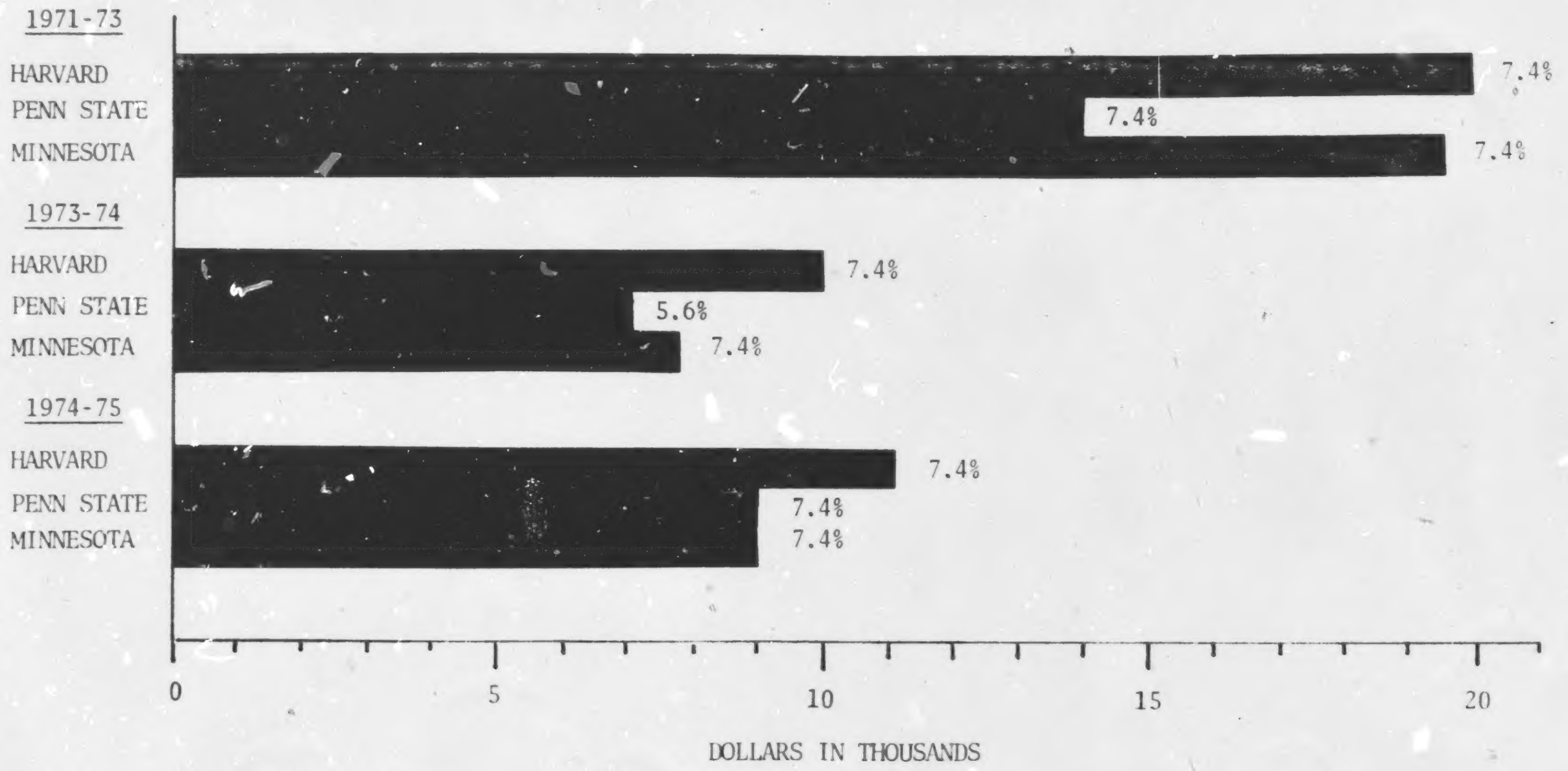
ITEMIZED BY UNIVERSITIES



OPERATING COST SUMMARY
1971-75
STUDENT STIPEND
BY
UNIVERSITY



OPERATING COST SUMMARY
1971-75
INDIRECT COST
BY
UNIVERSITY



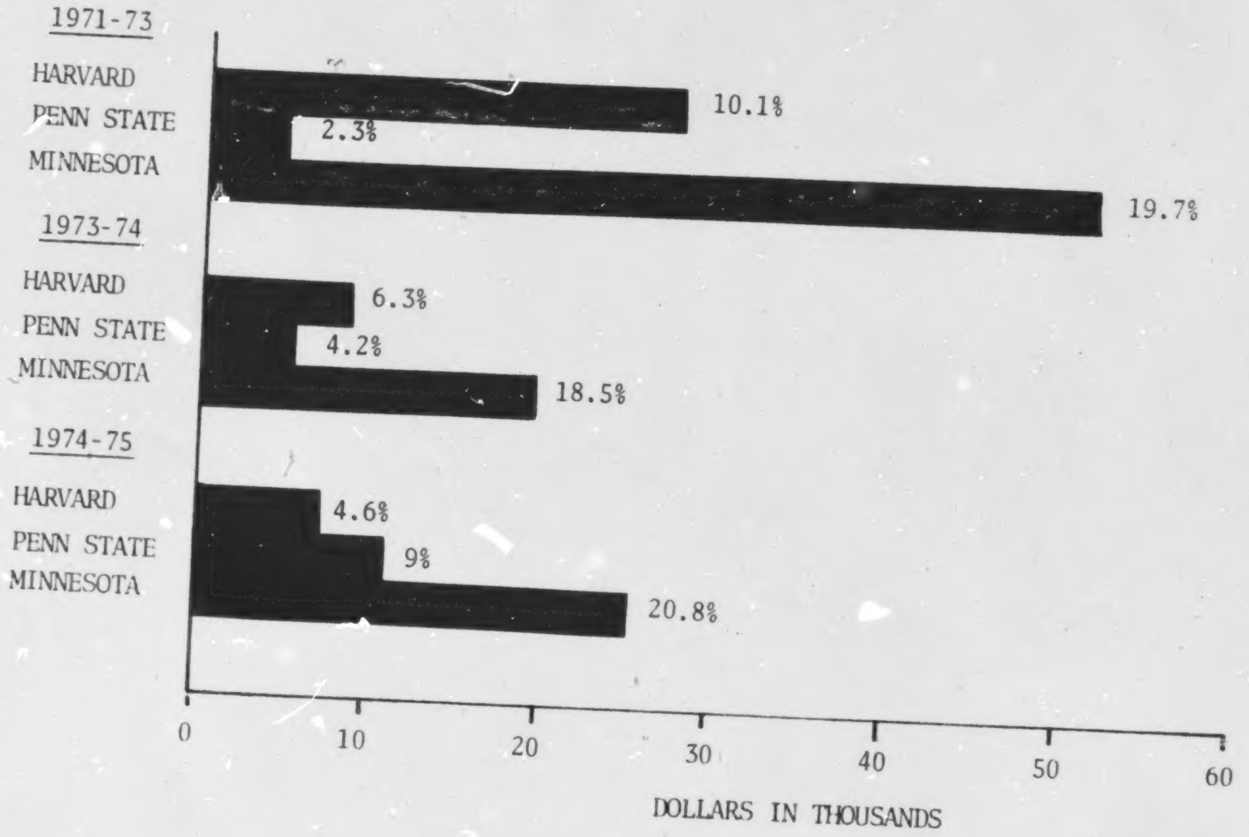
OPERATING COST SUMMARY

1971-75

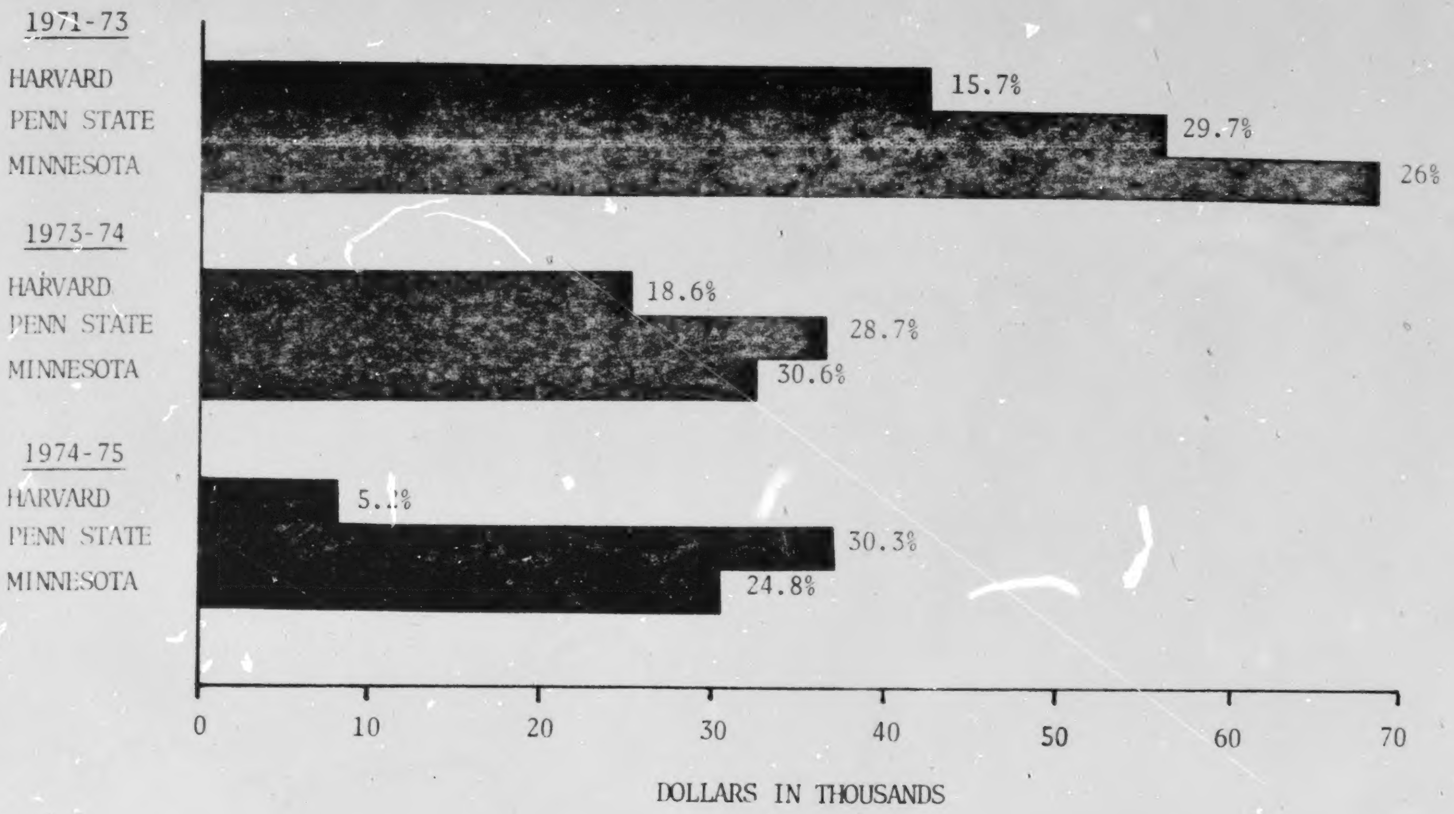
DEPENDENT STIPEND

BY

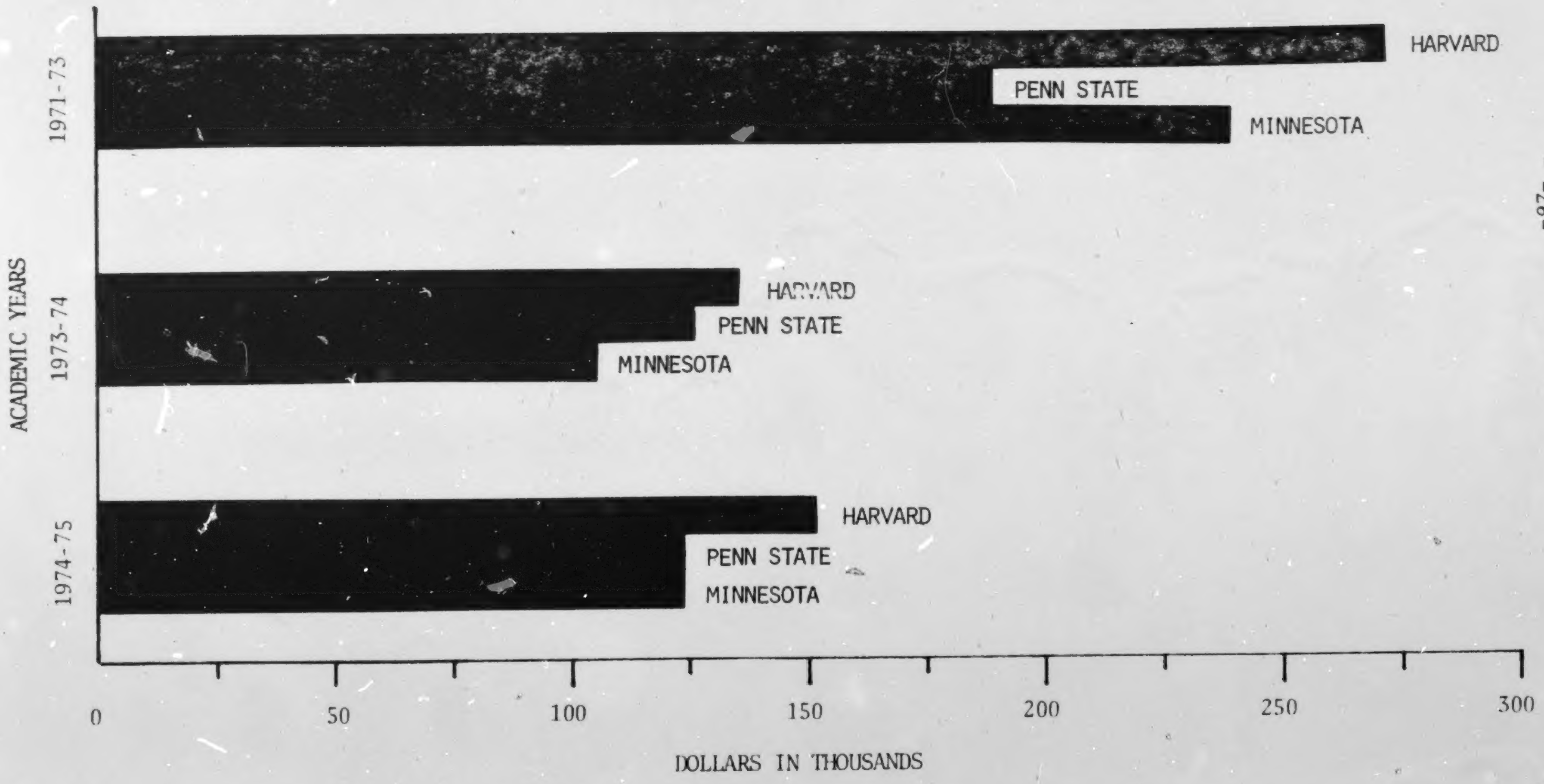
UNIVERSITY



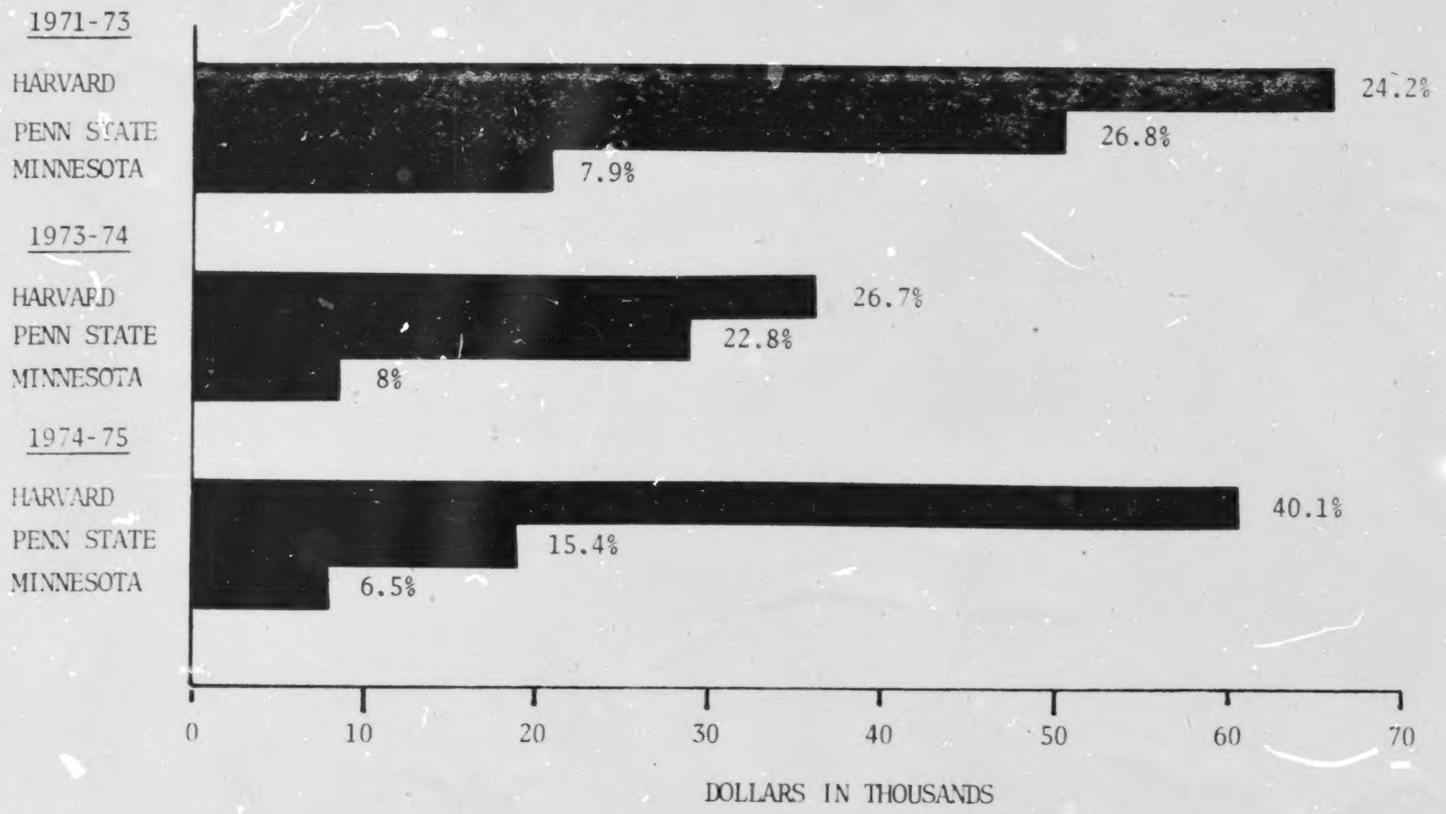
OPERATING COST SUMMARY
1971-75
ADMINISTRATIVE COST
BY
UNIVERSITY



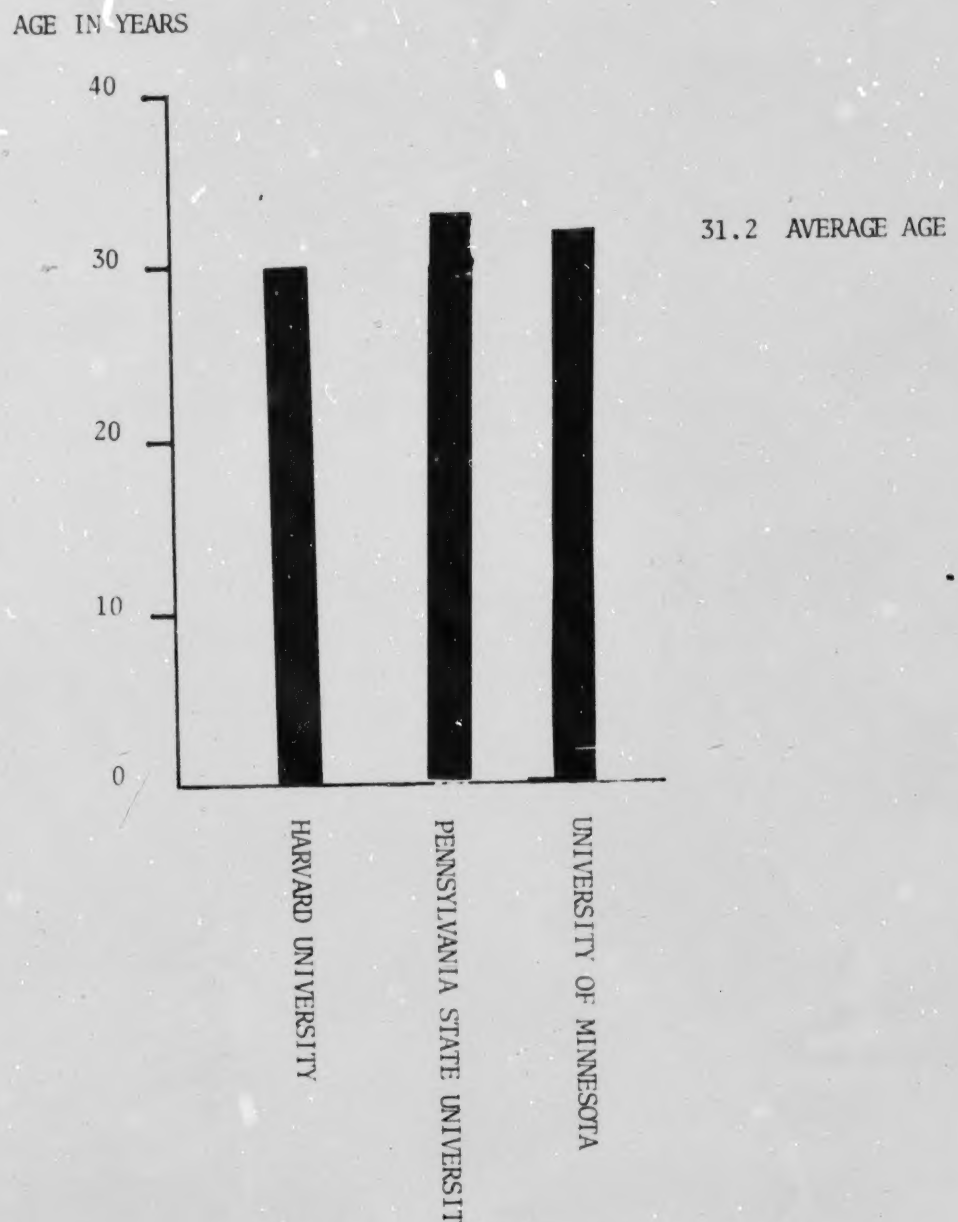
OPERATING COSTS
BY
UNIVERSITIES



OPERATING COST SUMMARY
1971-1975
TUITION COST
BY
UNIVERSITY

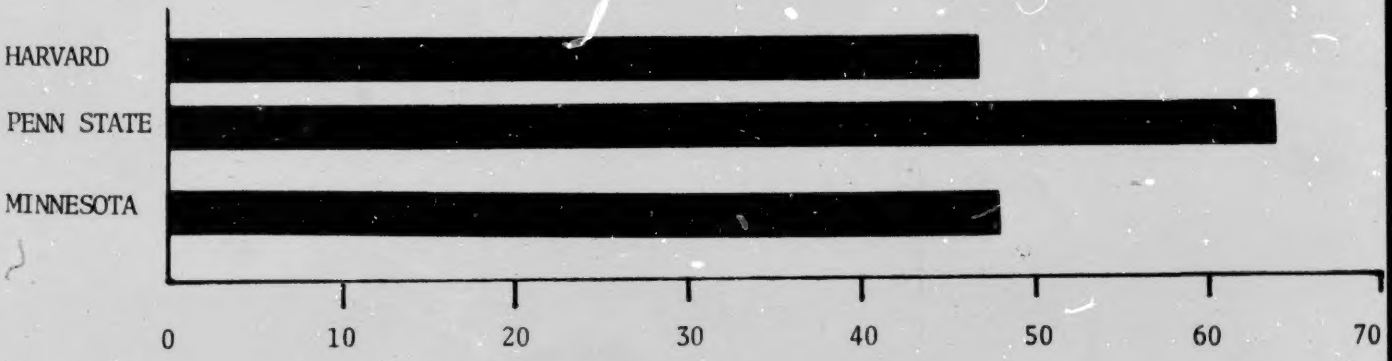


MEDIAN AGE
BY
UNIVERSITY
1970-75



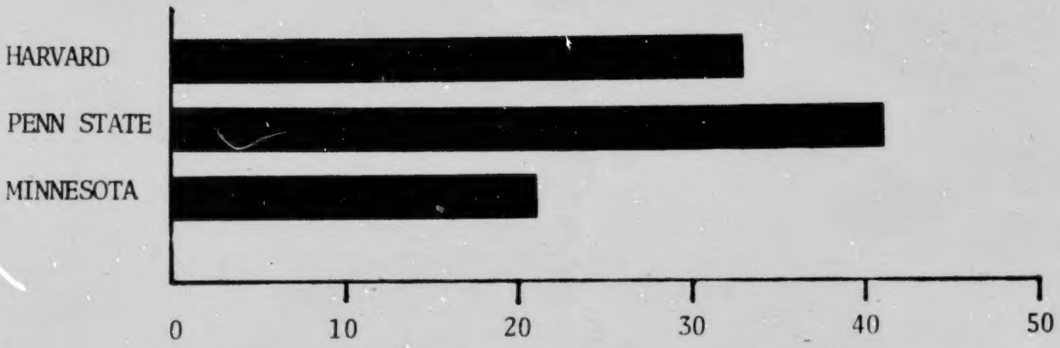
TOTAL NUMBER OF PARTICIPANTS

1970-1975



DEGREES RECEIVED

1970-1975



APPENDICES

APPENDIX A: INITIAL PROGRAM DESIGN
APPENDIX B: EVALUATION INSTRUMENTS
APPENDIX C: COMMUNITY SURVEY QUESTIONNAIRE
APPENDIX D: COMMUNITY SURVEY RESULTS
APPENDIX E: BUDGET (TABLES)

APPENDIX A

INITIAL PROGRAM DESIGN

INDIAN LEADERSHIP TRAINING PROGRAM
EVALUATION

(DRAFT DESIGN)

CONTENTS

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ADDITIONAL STAFF NEEDED 104

DELLA WARRIOR'S RESUME 105

INDIAN LEADERSHIP PROGRAM EVALUATION
PROJECT APPROACH DESIGN
NOVEMBER 1974

Step 1

To begin the project immediately or within two weeks, I would suggest we bring on Della Warrior for 60 days beginning the first of December and let her begin compiling a complete current list of student addresses, past and present from the three institutions. As soon as she has completed this phase, the mailing-out of the questionnaire attached should begin. Jerry Harjo could assist in mailing and compiling the data as they return. A follow-up letter and questionnaire could also be handled by Della and Jerry. The analysis and the treatment of the data can be handled by all members of the team. At this time, communication should also be established with the Administrative offices and Business office persons to make preparations to review financial records dealing with the Leadership Programs. This must be done in advance.

Step II

A structured interview questions need to be established by our office. These questions will need to be carefully structured to elicit responses from those (1) who directed the program, (2) University Administrators, and (3) instructors who taught courses to the participants. Students who are currently participating in the program will have had completed the questionnaire but they could be sampled again and allow them to contribute verbally to the interview portion of the evaluation while a second person reviews the budget aspect of the program. These two activities could progress simultaneously at the site. It will be necessary for the team to make prior arrangements with university officials to review any and all records pertaining to the Leadership Program.

Step III

As soon as the records review and personal interviews have been completed, the team would return and combine their findings with the data compiled from the questionnaire and complete a draft report to be cleaned-up and edited for final reporting. The final editing and organizing the report will be the responsibility of the team leader. Final reporting should be depicted on the time-table.

Project Approach Technique (PAT)

Since the project will require no more than four persons at any one time (Ms. Della Warrior, Mr. Jerry Harjo, Dr. Hopkins, Dr. Leitka), and only two persons throughout most of the entire project, the design of the activity can be somewhat associated with that of Project Approach Technique. Primarily because of the efforts required of a small number of people and the operation of the project depends a great deal upon the mission and the availability of resources. That is, if there is a need to associate the project with any kind of design or a model.

Further discussions should entail: (1) interview questions, (2) clarification and revisions of the design and, (3) time-table from start time to finish time.

Additional Staff Needed

The evaluation of the Indian Leader Training Program at the following institutions: (1) Harvard University, (2) University of Minnesota and, (3) Pennsylvania State University is going to require a member of the team to possess more than an average familiarity with budgeting and finances dealing with programs at these institutions.

I have reviewed such a background in Della Warrior's brief resume attached. She has extensive background in directing and reviewing program budgets and expenditures. I am convinced she will provide us with high quality work and professional representation of the evaluation team.

Duties

The duties of this position will require the individual to have at least a Master's Degree in Educational or Administration Programs or in Education and/or equivalent in experience working with educational programs, particularly the finance and budgeting aspect of programs. The task will require the individual to spend at least 50 percent of the time reviewing the financial aspect of the total budget of each program in terms of; expenditures for materials, administrative costs, overhead, cost per pupil, etc. This person must have the knowledge and capabilities to conduct a comparative correlation of the expenditures with that of other evaluative data to define cost effectiveness of the program. The outcome data must be substantive in nature so as to provide reliable information for decision-making.

Budget

Salary:	$1,538.00 per Month at GS-12 Level	60 days	$3,076.00
Travel:	$1,800.00 (To three institutions)	2 @	$1,800.00
		TOTAL:	$4,876.00

RESUME

General Information

NAME: Della C. Warrior

DATE OF BIRTH: November 6, 1943

ADDRESS: 8204 Fruit N.E., Albuquerque, New Mexico 87108

MARITAL STATUS: Single

NO. OF CHILDREN: 2

Education

1966 Northeastern State College, Tahlequah, Oklahoma, B.A. in Sociology.

1971 Harvard University, Cambridge, Massachusetts, Ed.M.

1973 University of New Mexico, Albuquerque, New Mexico, Phd. candidate, Educational Administration.

Employment Experience

1964-66 Carnegie Cross-Cultural Education Project, University of Chicago, Part-time Research Assistant.

1966-67 University of Kansas Indian Education Project, Part-time Research Assistant.

1967-68 East Central Kansas Community Action Program, Ottawa, Kansas, Director of Social Services, Head Start.

1968-69 Far West Laboratory for Educational Research and Development, Berkely, California, Research Assistant.

1969-70 Ponca History Project, White Eagle Community Development Association, Ponca City, Oklahoma, Director.

1969-70 Clyde Warrior Upward Bound Project, Northern Oklahoma College, Tonkawa, Oklahoma, Assistant Director.*

1971-72 Southwestern Cooperative Educational Laboratory, Albuquerque, New Mexico, Research Assistant.

---

*Researched, developed and coordinated funding for this all Indian student UB Program.

Employment Experience - continued

1972-73 Episopal Church, General Convention Youth Program, Albuquerque, New Mexico, Director Region III.

1973-74 Navajo Community College, Tsaile, Arizona, Educational Field Coordinator.

Professional Affiliations

Phi Delta Kappa, member.

National Indian Education Association, member.

Memberships and/or Consultant to:

National Indian Youth Council; served on Board of Directors, 1968-1970.

White Eagle Community Development Association, Ponca City, Oklahoma (organized, implemented funding, consultant), 1968-71.

Clyde Warrior Ponca History Project, developed the program, funded through the National Endowment for the Arts and Humanities, Project Director, 1969-70.

Mayor's Youth Opportunity Council, member, 1969-70.

Institute for the Development of Indian Law, Board member, 1971 to present.

Southwest Intergroup Council, Board of Directors, 1968-72.

Native American Multi-Tribal Educational Consultants, Board member, 1971 to present.

General Convention Youth Program, Executive Council, Episcopal Church, Consultant to Advocates of Indian Youth Empowerment.

National Indian Training and Research Center, Consultant.

Task Force - "Education of the Public" - New Mexico Inter Church Agency.

Consultant to Division of Experimental Schools, Office of Education, 1971.

1968-69 A Project Director of the White Eagle Community Development Association, Ponca City, Oklahoma. As Director she supervised staff, planned program with staff, reviewed budget and assigned duties through developed schedules. This organization was initially organized by Ms. Warrior. She was responsible for its creation, development and subsequent funding of the organization which still functions today serving primarily the young Ponca youth.

1968-69 Ponca History Project, Ponca City, Oklahoma. A study of a short duration that provided her more experience in research and evaluation activities, particularly data gathering experience. She developed the program funded by the National Endowment for the Arts and Humanities. Approximately 20 individuals were under her supervision.

1970 Upward Bound Program at Northern Oklahoma College. Della helped with proposal review and worked directly with the budget portion of the program. She served as Assistant Director, but had responsibility of the Director, since the Director worked only 10% on the project.

1973 Navajo Community College. Participated in a National Survey conducted by the College. She traveled extensively gathering data pertaining to Federal Projects and expenditures relative to Indians in higher institutions.

1971-72 Southwestern Cooperative Educational Laboratory, Inc. Albuquerque, New Mexico. A Liaison official for the Center and the many Indian

Advisory groups that worked closely with the Laboratory. She assisted in the development of a Communication Arts Program designed to improve communication skills of disadvantaged minority youth.

1972-73 General Convention Youth Program sponsored by the Episcopal Church. Director of a Regional Project, devoted to serving Indian Youth. She reviewed proposals and forwarded budget recommendations based on evaluative data.

1974 Graduate Intern at IERC while attending graduate school at the University of New Mexico. A major paper written by Della dealt with number of Federal Projects that were funded to assist Indian people. She was given access to files and records of project budgets from which she reviewed in terms of the programs' overall impact on Indian people.

12/10/74

Gene:

In discussions with Dr. Sockey, Dr. Benham and Bob Hall, the following decision areas should be included in the Education Leadership Evaluation.

1. What relationship does the program have to grassroots determination of priorities in Education, and in non-Education programs.

2. What is need as comapred to availability of other programs?
To what extent is this the only program available to the participants?
~~Axxx~~ Are there other Federal Programs available to the participants?

3. What is the cost-effectiveness factor of the program?

4. What is happening to the students who complete the training?
Are they gaining advancement professionally?
Are they getting higher salaried jobs?
What kind of professional contributions are they making?

5. Somewhat related to #2 above, what is the general situation regarding need for such a program for Indian Educators?

6. What types of institutional support does one find at the respective campuses? Does the university contribute or do they depend wholly on the BIA to support the program. What can be the institution show to indicate they they see more in the program than it contributes to their stature.

7. Is the program institutionalized?

APPENDIX B

EVALUATION INSTRUMENTS

EVALUATION OF INDIAN ADMINISTRATOR PROGRAM
January 1975

Dear Program Participant:

At the request of the Bureau of Indian Affairs Central Office, Albuquerque, New Mexico, an evaluation of the American Indian Administrator Training Programs at Harvard, Penn State, and the University of Minnesota is now getting underway. As a part of this activity, we are asking current and past participants in the program to complete the questionnaire enclosed and return it to us as soon as possible.

In the evaluation process, the questionnaire will contribute a major portion of the data we are seeking to determine the program effectiveness. In addition to the survey, Ms. Della Warrior and I will conduct site visits to each program to interview the students, directors, and the university officials who have a working relationship with the Administration Programs. Plans are also progressing toward a survey among Indian people at the community level, Indian organizations, and tribal leaders who would have some knowledge about the programs and their impact on Indian education.

Ms. Warrior and I visited the Harvard program recently on the first leg of the evaluation and found the students very expressive of their feelings about the program. We feel the student's response will make up the greater part of our evaluation.

Eugene Leitka

Eugene Leitka
Education Specialist
Evaluation, Research, and Development
Indian Education Resources Center
P. O. Box 1788
Albuquerque, New Mexico 87103
(505) 766-3314

United States Department of the Interior
BUREAU OF INDIAN AFFAIRS
OFFICE OF INDIAN EDUCATION PROGRAMS
INDIAN EDUCATION RESOURCES CENTER
P.O. BOX 1788
ALBUQUERQUE NEW MEXICO 87103

IN REPLY REFER TO:
Evaluation, Research and Development

EVALUATION OF INDIAN ADMINISTRATOR PROGRAM
January 1975

Dear Community Member:

An evaluation of the American Indian Administrator Training Programs at Harvard, Penn State, and the University of Minnesota has been underway and as a part of this activity, we are asking people at the community level to complete the questionnaire enclosed and return it to us as soon as possible.

In the evaluation process, the questionnaire will contribute a major portion of the data we are seeking to determine the program effectiveness. In addition to the survey, site visits are being conducted to each program to interview the students, directors, and the university officials who have a working relationship with the Administrator Program. This part of the evaluation is a survey among Indian people at the community level, Indian organizations, and tribal leaders who would have some knowledge about the programs and their feelings about the programs' impact on Indian education.

Please complete the one page questionnaire and mail it back in the enclosed envelope as soon as possible.

Your participation is appreciated and will be an important part of the evaluation.

Sincerely yours,

Thomas R. Hopkins

Thomas R. Hopkins
Chief, Division of Evaluation
Research, and Development

Approved:

Warren I. Tiffany
Acting *Administrator, Indian Education Resources Center*

AMERICAN REVOLUTION BICENTENNIAL 1776-1976

BUREAU OF INDIAN AFFAIRS ASSESSMENT
OF
EDUCATIONAL ADMINISTRATIVE TRAINING PROGRAM
FOR
NATIVE INDIAN AMERICANS

PROGRAM PARTICIPANT QUESTIONNAIRE

Biographical Information Section

INSTITUTION: University of Minnesota ______ Harvard University ______ Penn State University ______

SEX: Female ______ Male ______

TRIBAL AFFILIATION: ____________________ BLOOD QUANTUM: ____________________

AGE GROUP: 20-30 ______ 31-40 ______ 41-30 ______ Over 50 ______

LEVEL OF PROGRAM ENTERED: Master's Degree ______ Specialist's Degree ______ Doctorate Degree ______

IF YOU WERE RAISED ON A RESERVATION, PLEASE SPECIFY: ____________________

IF NOT, PLEASE SPECIFY: City ____________________ State ____________________

MY PRESENT STATUS:

______ (a) Expect to graduate (year)
______ (b) Have graduated (year)
______ (c) Have completed all requirements
______ (d) Full-time student on campus
______ (e) Part-time student on campus
______ (f) Have left program to accept a position without completing program.
______ (g) Have completed all course work and continuing work on Thesis or Dissertation.
______ (h) Continuing at another institution

(1) What year did you enter the program? ____________________

(2) What degree/degrees did you receive?

__________ Masters (Ed.M. & M.A.)
__________ Certificate of Advanced Study (C.A.S.)
__________ Ed.D.
__________ Ph.D.
__________ Other

(3) What year did you complete it? __________

(4) How many years did you receive financial support from the Educational Administration Program? __________

(5) Did you receive income from any source other than the Ed. Ad. Program while pursuing advanced degrees? ______ Yes ______ No

If yes, please specify source:
__________ loans
__________ grant
__________ scholarship
__________ fellowship
__________ employment
__________ BIA (D.I.510)
__________ Other

(6) If you elected to pursue further graduate work, what degree are you selecting now?

__________ Masters
__________ C.A.S.
__________ Ed.D.
__________ Ph.D.
__________ Other

(7) If you are working on a degree beyond the Masters level are you still receiving funding support from the original Educational Administrative Program? ______ Yes ______ No

(8) If no, where is your present financial support coming from for you to continue graduate work?

____

____

____

(9) I have been/or was able to maintain personal involvement in Indian affairs at a:

______ Low Degree
______ Moderate Degree
______ High Degree

(10) The Administrative Training I have received has been:

______ Inadequate
______ Fair
______ Good
______ Excellent

(11) I feel I am well prepared to assume an administrative position in some capacity:

______ in my own Tribe
______ in any Tribe
______ within a non-Indian society
______ in all of the above

(12) The Educational Administrative Training Program should be:

______ continued as is
______ continued with some improvements
______ continued at another institution
______ discontinued

COMMENTS: ______________________________

(13) Immediately before entering the Educational Administrative Program, I was:

______ (a) classroom teacher
______ (b) educational specialist
______ (c) principal
______ (d) program administrator
______ (e) project director
______ (f) school superintendent
______ (g) student
______ (h) unemployed
______ (i) other, specify: ______

(14) After completion of the program, I would prefer/or preferred to:

______ (a) do the same thing I was doing
______ (b) become a school administrator
______ (c) conduct educational research
______ (d) teach in a college
______ (e) become an education specialist
______ (f) assume a leadership role in my tribe
______ (g) work for my tribe in some capacity
______ (h) not sure
______ (i) other, specify: ______________________________

(15) I received my BA or BS Degree in:

______ Before 1960
______ 1961 - 1965
______ 1966 - 1967
______ 1968 - 1969
______ 1970
______ 1971
______ 1972
______ 1973

(16) Please specify the number of years and at what level you have worked professionally in the field of education: Level ______

______ (a) 1 - 3 years
______ (b) 4 - 7 years
______ (c) 8 - 11 years
______ (d) 12 - 15 years
______ (e) 16 - 20 years
______ (f) over 20 years

(17) Before entering the Administrative Program, my annual salary was:

______ (a) Over $20,000
______ (b) $17,000 - $19,000
______ (c) $14,000 - $16,000
______ (d) $11,000 - $13,000
______ (e) Less than $10,000
______ (f) Unemployed

(18) When I leave/left the Administrative Program, I expect to/or now earn an annual salary of approximately:

______ (a) Over $20,000
______ (b) $17,000 - $19,000
______ (c) $14,000 - $16,000
______ (d) $11,000 - $13,000
______ (e) Less than $10,000
______ (f) Remain unemployed

(19) I have ______ have not ______ completed the program and an presently employed at a higher salaried position than I was before coming to the program.

(20) Please list type of position presently held and whether this position carries greater responsibilities and decision-making authority than your previous position before the training program.

Position: ______________________________
Responsibilities and Decision-Making Authority:

______ About the same
______ Increased
______ Decreased

(21) Majority of the Indian Tribes are, and have been, supportive of the Administrator Training Program.

______	(a) Strongly Agree	______	(d) Strongly Disagree
______	(b) Agree	______	(e) Undecided
______	(c) Disagree		

(22) I became a participant in the program because of the following:

______ (a) recommended by Tribal leader, Indian organization, etc.
______ (b) project recruitment efforts
______ (c) a friend
______ (d) heard of the program through government agency, ie. B.I.A., O.E.
______ (e) other ______________________________

(23) What did you expect to gain from the leadership program? ______________
____
____

(24) To what extent were your expectations met?

______	(a) Not at all	______	(d) Definitely
______	(b) Minimally	______	(e) Very Definitely
______	(c) Generally		

(25) I believe the main strengths of the program are: ______________
____
____
____

(26) I believe the main weaknesses of the program are: ______________
____
____
____

Interview Questions

The answers to the following questions will be those of the persons being interviewed and will consist only of their opinions about the Indian Administrator Training Program. The answers should be based on their knowledge about the program either through their experience with the program or their knowledge about it.

---

1. In your opinion, has the program been successful in fulfilling its objectives? Why? How?

2. What are the objectives of the program? Have they changed any since the program inception?

3. Has the program developed the potential administrator qualities of the participants?

4. Has the program's cost per pupil been feasible?

5. What is your opinion about the quality of course offerings to the Indian participants?

   _____ Excellent
   _____ Good
   _____ Fair
   _____ Below Average
   _____ Poor

6. If you had to place the Indian graduates on a leadership scale with other graduates of this school (in the same field) where would the majority of them fit? i.e., excellent, mediocre, etc.

7. Have you had to lower university admission standards for any of the Indian applicants? If yes, has it been productive to do so?

8. Is the academic work they produce up to par with other students? Would the general faculty have the same response?

9. Are any of the degree requirements lowered or "watered down" for these students?

10. Do you feel good about the program or ambivalent?

11. Can you describe some good things about the program? Negative things?

12. Do you consider the program an asset to the university? In what way? If not, why?

13. In what ways did the university give support to the program other than accepting it to the campus?

14. Do you feel the program is important to the institution? Why?

15. Does the university give the program equal status to those of other graduate programs in the regular college curricula?

16. Has the university assisted in placing the participants on jobs after they have completed the program?

17. What are some particular problems of the program?

18. Do you have any suggestions as to what needs to be done to improve the program so that a better trained Indian Administrator would emerge from future programs, if it should continue?

19. Do you feel there is a continued need for this type of program? Any documentation?

20. What other "Indian" programs does the university have? How many of these are federally funded?

21. How much financial support is the university contributing toward the program? Are there plans to increase/decrease the support?

22. If the Bureau decided not to continue funding the program, what would the university response be?

23. What do you think the extent of the university commitment to this program is?

24. Has the university researched any of the following items regarding what happens to students who complete the program?

(a) Are they gaining advancement professionally?

(b) Are they getting higher salaried jobs?

(c) What kind of professional contributions are they making?

(d) Do their positions reflect a high level of decision-making and responsibility?

25. Have you had any feedback from the Indian "community" that would indicate positive/negative response to the program?

1. What are the objectives of the program?

2. Do you feel the program has developed the potential administrator qualities of the participants?

3. What is your opinion about the quality and relevancy of course offerings to the Indian participants?

_____ Excellent
_____ Good
_____ Fair
_____ Below Average
_____ Poor

4. In what ways does the University give support to the program other than accepting it to the campus?

5. Do you feel the program is important to the institution? Why?

6. Does the University give the program equal status to those of other graduate programs in the regular college curricula?

7. Has the University assisted in placing the participants on jobs after they have completed the program?

8. Do you have any suggestions as to what needs to be done to improve the program so that a better trained Indian Administrator would emerge from the future program, if it should continue?

9. How much financial support is the University contributing toward the program. Are there plans to decrease/increase this support?

10. If the Bureau decided not to continue funding the program, what would the University response be?

11. What do you think the extent of the University commitment to this program is?

12. Do you know of other programs that do a good job in training Indian people for administrative positions?

13. Do you believe or think this type of program is needed by the Indian people?

14. If you know of someone that has gone through the program, has that person made worthwhile educational contributions to either his/her community or for Indian people in general?

15. Are there other members in the community that could benefit from such a program?

16. Do you feel that educational programs designed for groups of Indian people are more successful than educational training received on an individual basis?

17. Do you feel that advance degree students should have equal eligibility with undergraduate students under the Bureau's Scholarship Program?

18. Do you agree that scholarship money should be taken from the regular higher education allocation and given to special training programs such as those at Harvard, Penn State and the University of Minnesota?

19. Do you have any other comments regarding the program?

BEST COPY AVAILABLE

APPENDIX C

COMMUNITY SURVEY QUESTIONNAIRE

United States Department of the Interior
BUREAU OF INDIAN AFFAIRS
OFFICE OF INDIAN EDUCATION PROGRAMS
INDIAN EDUCATION RESOURCES CENTER
P.O. BOX 1788
ALBUQUERQUE NEW MEXICO 87103

IN REPLY REFER TO:
Evaluation, Research and Development

EVALUATION OF INDIAN ADMINISTRATOR PROGRAM
January 1975

Dear Community Member:

An evaluation of the American Indian Administrator Training Programs at Harvard, Penn State, and the University of Minnesota has been underway and as a part of this activity, we are asking people at the community level to complete the questionnaire enclosed and return it to us as soon as possible.

In the evaluation process, the questionnaire will contribute a major portion of the data we are seeking to determine the program effectiveness. In addition to the survey, site visits are being conducted to each program to interview the students, directors, and the university officials who have a working relationship with the Administrator Program. This part of the evaluation is a survey among Indian people at the community level, Indian organizations, and tribal leaders who would have some knowledge about the programs and their feelings about the programs' impact on Indian education.

Please complete the one page questionnaire and mail it back in the enclosed envelope as soon as possible.

Your participation is appreciated and will be an important part of the evaluation.

Sincerely yours,

Thomas R. Hopkins

Thomas R. Hopkins
Chief, Division of Evaluation
Research, and Development

Approved:

Warren I. Tiffany
Actin *Administrator, Indian Education Resources Center*

AMERICAN REVOLUTION BICENTENNIAL 1776-1976

BUREAU OF INDIAN AFFAIRS ASSESSMENT
OF
EDUCATIONAL ADMINISTRATIVE TRAINING PROGRAM
FOR
NATIVE AMERICANS

COMMUNITY OPINIONNAIRE

The Indian Education Resources Center of Albuquerque, New Mexico is in the process of evaluating the effects of the Indian School Administrator Training Program at the Universitites of Minnesota, Harvard and Pennsylvania State. This program was designed to prepare Indian people for administrative jobs in Indian schools or schools with substantial Indian children enrolled and other administrative positions. It is now in its fourth year of operation at the institutions named above. If your organization, Tribe, school board, or any other groups have had any relationship with the program, or if you have had any relatives, friends or anyone you know that participated in the program, please complete the short questionnaire attached and mail it back in the enclosed self-addressed envelope. Name of respondent is not necessary. All we are interested in is the information about the program. The information you provide will help to evaluate the effectiveness of the program.

Tribal Affiliation: ____

Please indicate which of the following categories you may be identifed with:

______ Parent
______ Tribal Leader
______ Indian Organization
______ Educational Committee Member

______ School Board Member
______ Federal Employee (O.E., B.I.A.)
______ Other

CHECK ONE ONLY

	YES	NO
Do you know about the Indian Administrator Program at Harvard, Penn State, and University of Minnesota?	______	______
Are there other programs that do a good job in training Indian people for administration as those at the colleges above?	______	______
Do you know of other Federal programs that offer similar types of educational leadership programs for Indian people?	______	______
Do you believe or think this type of program is needed by the Indian people?	______	______
If you know of someone that has gone through the program, has that person made worthwhile educational contributions to either his/her community or for Indian people in general?	______	______
Are there any other members in the community that could benefit from such a program?	______	______
Do you feel that educational programs designed for groups of Indian people are more successful then educational training received on an individual basis?	______	______
Do you feel that advance degree students should have equal eligibility with undergraduate students under the Bureau's Scholarship Program?	______	______
Do you agree that scholarship money should be taken from the regular higher education allocation and given to special training programs such as those at Harvard, Penn State and the University of Minnesota?	______	______
Do you believe the majority of the Indian Tribes are, and have been, supportive of the Administrator Training Program.	______	______

Other Comments: ____
____
____
____

APPENDIX D
COMMUNITY SURVEY RESULTS

INDIAN ADMINISTRATOR TRAINING PROGRAM
AT
HARVARD, PENN STATE, AND UNIVERSITY OF MINNESOTA

COMMUNITY OPINIONNAIRE

N = 99 Total Surveyed: 415 Total Response: 99 or 24%

Findings

Parent	19	14.4%	School Board Member	4	3.0%
Tribal Leader	23	17.4%	Federal Employee	10	7.6%
Indian Organization	48	36.4%	Other	28	21.2%

	Yes	No	NR
Do you know about the Indian Administrator Program at Harvard, Penn State, and University of Minnesota?	56	41	2

Over half of the persons answering the survey questionnaire knew about the Indian Administrator Program at the three institutions.

	Yes	No	NR
Are there other programs that do a good job in training Indian people for administration as those at the colleges above?	48	28	23

Approximately 50% of the respondents thought there were other programs that did a good job of training Indian people for education administration, while 23% declined to answer the item. The next question shows that most of the respondents did not know of other Federal programs that provided similar type of training.

	Yes	No	NR
Do you know of other Federal programs that offer similar types of educational leadership programs for Indian people?	35	57	7

Majority of those responding said they knew of no other Federal programs that trained Indians in similar type of profession.

	Yes	No	NR
Do you believe or think this type of program is needed by the Indian people?	85	3	11

This item drew the largest number of response in the positive category. Eighty-five percent of those responding thought this type of program was needed by the Indian people.

	Yes	No	NR
If you know of someone that has gone through the program, has that person made worthwhile educational contributions to either his/her community or for Indian people in general?	55	20	24

This item shows that over half of those responding knew or had known some person that had taken the training program and had made worthwhile educational contribution to some community. Twenty-four declined to answer the item while 20 answered negatively.

	Yes	No	NR
Are there any other members in the community that could benefit from such a program?	79	4	16

Apparently, many or most of the persons responding felt members in their community could and would like to participate in a program such as those at Penn State, Harvard, and Minnesota.

	Yes	No	NR
Do you feel that educational programs designed for groups of Indian people are more successful then educational training received on an individual basis?	60	25	14

Most of those responding thought Indian people had a better chance at success by training in groups as opposed to pursuing similar kind of training on individual basis. This also reflects some of the student's thinking on the matter. Some of the students felt they definitely had a better chance of succeeding if they remained with a group and continued throughout a training program.

	Yes	No	NR
Do you feel that advance degree students should have equal eligibility with undergraduate students under the Bureau's Scholarship Program?	69	21	9

Reportedly, many Area scholarship programs place a lower priority on making grants available to graduate students. Apparently, majority of those responding feel that advance degree students should have equal eligibility status with undergraduate students.

	Yes	No	NR
Do you agree that scholarship money should be taken from the regular higher education allocation and given to special training programs such as those at Harvard, Penn State and the University of Minnesota?	34	56	9

Majority of those answering the questionnaire thought the scholarship money should not be taken from the regular higher education allocation and given to special training programs such as those at Harvard, Penn State, and the University of Minnesota. Additional comments by the respondents also suggested that BIA set aside a special funding for such programs rather than rake off the top of the regular higher education allocation.

	Yes	No	NR
Do you believe the majority of the Indian Tribes are, and have been, supportive of the Administrator Training Program?	46	27	26

A little over 50% of those responding either declined to answer this question or felt the tribes didn't know enough about the programs. Many comments reflected the fact that many persons did not know about the programs to admit whether the tribes in general gave support to the program. The student interviews were *no different. They were not certain whether tribes or tribal officials, in general, knew about the programs. Students felt that if the tribes did know about them, they would be supportative of all three programs.*

Please indicate which of the following categories you may be identified with:

______ Parent
______ Tribal Leader
______ Indian Organization
______ Educational Committee Member
______ School Board Member
______ Federal Employee (O.E., B.I.A.)
______ Other

CHECK ONE ONLY

	YES	NO	NR
Do you know about the Indian Administrator Program at Harvard, Penn State, and University of Minnesota?	56	41	2
Are there other programs that do a good job in training Indian people for administration as those at the colleges above?	48	28	23
Do you know of other Federal programs that offer similar types of educational leadership programs for Indian people?	35	57	7
Do you believe or think this type of program is needed by the Indian people?	85	3	11
If you know of someone that has gone through the program, has that person made worthwhile educational contributions to either his/her community or for Indian people in general?	55	20	24
Are there any other members in the community that could benefit from such a program?	79	4	16
Do you feel that educational programs designed for groups of Indian people are more successful then educational training received on an individual basis?	60	25	14
Do you feel that advance degree students should have equal eligibility with undergraduate students under the Bureau's Scholarship Program?	69	21	9
Do you agree that scholarship money should be taken from the regular higher education allocation and given to special training programs such as those at Harvard, Penn State and the University of Minnesota?	34	56	9
Do you believe the majority of the Indian Tribes are, and have been, supportive of the Administrator Training Program?	46	27	26

PERCENTAGE

12.7	Parent
15.3	Tribal Leader
32.0	Indian Organization
12.0	Educational Committee Member
2.7	School Board Member
6.7	Federal Employee (O.E., B.I.A.)
18.7	Other
100.0%	N = 132

	YES	NO	NR
1.	56.6	41.4	2.0
2.	48.5	28.3	23.2
3.	35.4	57.6	7.1
4.	85.9	3.0	11.1
5.	55.6	20.2	24.2
6.	79.8	4.0	16.2
7.	60.6	25.3	14.1
8.	69.7	21.2	9.1
9.	34.3	56.6	9.1
10.	46.5	27.3	26.3

100.0%

N = 99

APPENDIX E
BUDGET (TABLES)

TABLE III

OVERALL AVERAGE

Cost Per Student

	1972-73	1973-74	1974-75
Harvard	$ 9,664.00	$12,272.00	$10.066.00
Penn State	6,076.00	9,699.00	11,030.00
Minnesota	8,768.00	8,102.00	11,030.00

Average BIA Cost Per Student

	1972-73	1973-74	1974-75
Harvard	$ 6,758.00	$ 9,138.00	$ 5,888.00
Penn State	4,088.00	6,286.00	8,030.00
Minnesota	5,238.00	6,365.00	8,030.00

In examining the cost per student at the three institutions, it must be taken into consideration that all student related costs are figured into the tables shown above. In comparing average cost per student, we find that the American Indian Scholarship Program, Albuquerque, New Mexico, which primarily funds Indian graduate students, grants an average of $4,000.00 per student while the Indian Law Program, also of Albuquerque (UNM), averages approximately $5,600.00 per student. The BIA Area scholarship grants computed for married students, which corresponds with that of a graduate student, averages approximately $3,500.00 per year. A brief examination of private foundations offering scholarships to graduates, shows an increase in the dollar amount to an average of from $8,000.00 to $9,000.00 per year for academic year 1974-75.

INDIAN ADMINISTRATOR TRAINING PROGRAM
HARVARD-PENN STATE-MINNESOTA
1970-1975

TABLE II

	Total Number of Participants 1970-1975	Degrees Received		Percent of Completion	Median Age Approx.		
		Masters	Doctorate				
Harvard	47	32	1	70.2%	30		
Penn State	64	39	2	64.1%	33		
Minnesota	48	17	4	44.0%	32		
TOTAL:	159	88	7	59.7%	31.2 (average age)		

GRANTS AWARDED
(Academic Year)

	1971-72	1972-73	1973-74	1974-75	Total
Harvard	$114,774.00	$155,819.00	$135,000.00	$121,333.00	$ 526.926.00
Penn State	87,191.00	108,996.00	118,278.00	121,333.00	435,798.00
Minnesota	134,960.00	137,732.00	115,000.00	121,333.00	511,025.00
TOTAL:	$336,925.00	$404,547.00	$368,278.00	$363,999.00	$1,473,749.00

GRANTS AWARDED BY AGENCIES
(Academic Year)

	1971-72	1972-73	1973-74	1974-75	Total
O.E.	$ 82,604.00	$ 94,732.00	$ 75,000.00	$ 99,000.00	$ 351,336.00
O.E./ONAP	46,000.00	45,000.00	28,280.00		119,280.00
BIA	208,321.00	264,815.00	264,998.00	264,999.00	1,003,133.00
TOTAL:	$336,925.00	$404,547.00	$368,278.00	$363,999.00	$1,473,749.00

OPERATING COST SUMMARY
1971-1975
TABLE I

	1971-73 (Cum.)	1973-74	1974-75 (Budget)	4-Year Total
Tuition Costs				
Harvard	65,589.00	36,060.00	60,500.00	162,149.00
Penn State	50,403.00	28,700.00	18,720.00	98,823.00
Minnesota	20,690.00	8,447.50	7,830.00	36,967.50
Student Stipend				
Harvard	88,175.00	37,700.00	56,500.00	182,375.00
Penn State	21,822.85	28,275.00	25,350.00	75,447.85
Minnesota	91,718.43	34,845.00	40,000.00	166,563.43
Dependent Stipend				
Harvard	27,460.00	8,540.00	6,900.00	42,900.00
Penn State	4,420.33	5,280.00	10,920.00	20,620.33
Minnesota	51,844.71	19,477.50	25,200.00	96,522.21
Administrative Costs				
Harvard	42,394.78	25,095.00	7,915.00	75,404.78
Penn State	55,882.98	36,242.00	36,726.00	128,850.98
Minnesota	68,339.61	32,217.65	30,052.00	130,609.26
Indirect Costs				
Harvard	20,044.00	10,000.00	11,185.00	41,229.00
Penn State	13,953.38	7,025.00	8,987.00	29,965.38
Minnesota	19,486.62	7,802.86	8,987.00	36,276.48
Total Operating Costs				
Harvard	270,593.00	135,000.00	151,000.00	556,593.00
Penn State	188,370.66	126,094.00	121,333.00	435,797.66
Minnesota	263,069.29	105,338.57	121,333.00	489,740.86

PENN STATE UNIVERSITY
GENERAL JOURNAL

Note: No reversing entries

1973			
Jun 30	Grants awarded for fiscal years 1971 and 1972	196,187.00	
	Operating Liabilities (fiscal years 71 and 72)		188,370.66
	Ending Balance for fiscal year 1972		7,816.34
1974			
Aug 30	Ending Balance fiscal year 1972 (Approved for use in fiscal year 1973)	7,816.00	
	Grant awarded for fiscal year 1973	118,278.00	
	Operating Liabilities (fiscal year 1973)		126,094.00

UNIVERSITY OF MINNESOTA
GENERAL JOURNAL

Note: No reversing entries

1973			
Jun 30	Grants awarded for fiscal years 1971 and 1972	274,692.00	
	Operating Liabilities (fiscal years 71 and 72)		263,069.29
	Ending Balance for fiscal year 1972		11,622.71
30	Ending Balance for fiscal year 1972	11,622.71	
	Cumulative Balance (Carry-over)		11,622.71
1974			
Jun 30	Grants awarded for fiscal year 1973	115,000.00	
	Operating Liabilities (fiscal year 1973)		105,338.57
	Ending Balance for fiscal year 1973		9,661.43
30	Ending Balance for fiscal year 1973	9,661.43	
	Cumulative Balance (Carry-over)		9,661.43

HARVARD UNIVERSITY

Consistent figures not available for Harvard.

GRANTS AWARDED
ITEMIZED BY FUNDING AGENCIES

Academic Year 1971-72

OE	$ 82,604.00
OEO/ONAP	46,000.00
BIA	208,321.00
Total Academic Year 1971-72	$ 336,925.00

Academic Year 1972-73

OE	$ 94,732.00
OEO/ONAP	45,000.00
BIA	264,815.00
Total Academic Year 1972-73	$ 404,547.00

Academic Year 1973-74

OE	$ 75,000.00
OEO/ONAP	28,280.00
BIA	264,998.00
Total Academic Year 1973-74	$ 368,278.00

Academic Year 1974-75

OE	$ 99,000.00
OEO/ONAP	
BIA	264,999.00
Total Academic Year 1974-75	$ 363,999.00

GRANTS AWARDED
ITEMIZED BY UNIVERSITIES

Academic Year 1971-72

Harvard	$ 110,774.00
Penn State	87,191.00
Minnesota	134,960.00
Total Academic Year 1971-72	$ 336,925.00

Academic Year 1972-73

Harvard	$ 155,819.00
Penn State	108,996.00
Minnesota	139,732.00
Total Academic Year 1972-73	$ 404,547.00

Academic Year 1973-74

Harvard	$ 135,000.00
Penn State	118,278.00
Minnesota	115,000.00
Total Academic Year 1973-74	$ 368,278.00

Academic Year 1974-75

Harvard	$ 121,333.00
Penn State	121,333.00
Minnesota	121,333.00
Total Academic Year 1974-75	$ 363,999.00

OPERATING COSTS
ITEMIZED BY UNIVERSITIES

Academic Year 1971-73

Harvard	$ 270,593.00
Penn State	188,370.66
Minnesota	263,069.29
Total Academic Year 1971-73	$ 722,032.95

Academic Year 1973-74

Harvard	$ 135,000.00
Penn State	126,094.00
Minnesota	105,338.57
Total Academic Year 1973-74	$ 366,432.57

Academic Year 1974-75

Harvard	$ 151,333.00
Penn State	121,333.00
Minnesota	121,333.00
Total Academic Year 1974-75	$ 393,999.00